



Otterburn Primary School Writing Progression Document

Handwriting	
Early Years	<p>Handle equipment and tools effectively, including pencils for writing.</p> <p>Show good control and co-ordination in large and small movements.</p> <p>Write simple sentences which can be read by themselves and others.</p>
Year 1 Year 2	<p>Sit correctly at the table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which 'families' and practise these.</p> <p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>
Year 3 Year 4	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
Year 5 Year 6	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> ● Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. ● Choosing the writing implement that is best suited for the task.

Composition					
	Planning	Drafting – text level	Drafting – sentence/word level	Editing	Awareness of audience
Early Years	Express their ideas and feelings with support	Write basic sentences with finger spaces which can be read by others - mostly simple, but perhaps using 'but', 'and', 'so'.			
Year 1 Year 2	Say out loud what they are going to write about. Compose a sentence orally before writing it.	Sequence sentences for short narratives.	Start using compound sentences with 'and', 'but', 'or', 'so'. Use capital letters for names, places, days of the week, and the personal pronoun 'I'. Use full-stops and begin to use ?and !	Discuss what they have written with the teacher of other pupils. Reread their writing to check that it makes sense and to make changes with support.	See Reading Progression Grid.
	Write down ideas and/or key words including new vocabulary. No longer needing to orally compose sentences before writing them.	Write: <ul style="list-style-type: none"> ● Fictional narratives ● Real narratives (reports) ● Other non-fiction texts (eg instructions, explanations) ● Poetry 	Use the present and past tense mostly correctly and consistently. Draft sentences with different forms: statement, question, exclamation and command. Use 'a'/'an' correctly on most occasions. Use expanded noun/verb phrases. Start using 'because', 'if', 'when'. Use capital letters, full-stops, ?and !to demarcate sentences. Uses commas in lists; use apostrophes as in spelling progression. Occasional	With support, make simple additions, revisions and corrections to their own writing, including spelling, punctuation grammar (eg tense)	Write for different purposes, with teacher direction

			use of more advanced punctuation, e.g. inverted commas and ellipsis for suspense		
Year 3	Begin to use ideas from modelled examples to plan their writing.	Begin to organise their writing into paragraphs around a theme.	Begin to use a wider range of tenses including progressives and perfects. Use 'a'/'an' correctly throughout. Use subordinate clauses using a wider range of conjunctions (e.g. 'since', 'while', 'after', 'before', 'until', 'although') Introduce fronted adverbs and adverbials. Use the full range of punctuation from previous year groups; occasional use of more advanced punctuation e.g. brackets, hyphen, colon to introduce bullet points. Introduction to inverted commas for direct speech where the reporting clause is at the beginning or end. Use commas for phrases e.g. after fronted adverbials.	Proof read their own and others' work to check for errors (with increasing accuracy) and to make improvements.	Start to make conscious writing choices to engage the reader e.g. vocab/layout.
Year 4	Begin to use ideas from their own reading (with support)	Progressively build a varied and rich vocabulary and an	Maintain an accurate tense throughout. Encourage children to	Proofread their own work independently and start to proofread	Make choices and explain how their writing

		<p>increasing range of sentence structures. Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p>	<p>write more descriptive sentences (e.g. adverbials and expanded noun phrases). Use of subordinate clauses, sometimes fronted, using 'as', 'though' and 'even though'. Use formal coordinating conjunctions like 'yet', 'nor', 'for'. Start to use relative clauses. Uses commas for clauses. Use colons to introduce bullet points. Extend direct speech knowledge to include reporting clause in the middle of the sentence.</p>	<p>others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>is designed to engage the reader.</p>
<p>Year 5</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (e.g. how authors have developed characters and settings in what pupils have read, listened to or seen performed).</p>	<p>Consistently link ideas across paragraphs.</p>	<p>Use a range of modal verbs (might, may, can, could, will, would, shall, should, ought, must). Start to use the passive voice. Use relative clauses beginning with a relative pronouns (in varied positions in the sentence). Use brackets and dashes. Use commas to clarify meaning or avoid ambiguity. Expand to include all direct</p>	<p>Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvement (e.g. cohesion)</p>	<p>Use genre, structure, organisation and layout for a range of audiences and purposes. Be able to explain their choices.</p>

			speech punctuation (e.g. new speaker new line).		
Year 6	Make amendments and changes to plans before drafting	Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of devices to build cohesion within and across paragraphs.	Creative use of tense, e.g. past tense form for present tense formality; present tense form for future tense meaning ('I am getting the bus next week...'); and present tense form for narrative storytelling. Use the subjunctive form in formal writing. Use semi-colons and colons for clauses. Use punctuation precisely to enhance meaning and avoid ambiguity. Use commas for parenthesis (e.g. omitted relative pronoun in relative clauses). Expand to include creative direct speech punctuation (e.g. colons to introduce in newspapers, and interruptions in dialogue).	Habitually proofread for spelling and punctuation errors. Propose changes to vocabulary, grammar and punctuation to enhance cohesion, tone and style.	Write effectively for a range of purposes and audiences, independently selecting the appropriate form. Distinguish between the language of speech and writing and to choose the appropriate level of formality. Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contractions in dialogue, passive verbs, modality.)

Vocabulary, Grammar and Punctuation				
	Sentence structure and tense	Use of phrases and clauses	Punctuation	Use of terminology

Early Years	Answer 'how' and 'why' questions about their experiences and in response to stories or events. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.			
Year 1	Use simple sentence structures.	Use the joining word (conjunction) 'and' to link ideas and sentences. Begin to form simple compound sentences.	Use capital letters for names, places, the days of the week and the personal pronoun 'I'. Use full stops to end sentences. Begin to use question marks and exclamation marks. Separation of words with spaces.	Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.
Year 2	Use the present tense and the past tense mostly correctly and consistently. Form sentences with different forms: statement, question, exclamation, command. Use some features of written Standard English.	Use co-ordination (or/and/but). Use some subordination (when/if/ that/because). Use expanded noun phrases to describe and specify (e.g. the blue butterfly).	Use capital letters, full stops and exclamation marks to demarcate sentences. Use commas to separate items in a list. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.
Year 3	Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. Use 'a' or 'an' correctly throughout a piece of writing.	Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. Use a range of conjunctions, adverbs and prepositions to show time, place and cause.	Use the full range of punctuation from previous year groups. Introduction to inverted commas to punctuate direct speech.	Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).

Year 4	Always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done	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. Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases. Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	Use inverted commas and other punctuation to indicate direct speech. Use apostrophes to mark plural possession. Use commas after fronted adverbials.	Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.
Year 5	Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. Ensure the consistent and correct use of tense throughout all pieces of writing	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). Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	Use brackets, dashes or commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity	Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.
Year 6	Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb	Use the subjunctive form in formal writing. Use the perfect form of verbs to mark	Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-	Recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis,

	agreement when using singular and plural.	relationships of time and cause. Use the passive voice.	colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity	hyphen, colon, semi-colon and bullet points.
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Spelling	
Early Years	Use phonic knowledge to write words in ways which match spoken sounds. Some words are spelt correctly and others are phonetically plausible. Write some common irregular words.
Year 1	Spell words containing each of the 40+ phonemes taught. Spell common exception words. Spell the days of the week. Use letter names to distinguish between alternative spellings of the same sound. Use the spelling rule for adding –s or –es Use the prefix un–. Use –ing, –ed, –er and –est where no change is needed in the spelling of root words. Write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Year 2	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Spell at phonically appropriate level. Learn alternative GPCs and start learning homophones. Learn to spell common exception words. Distinguish between homophones and near homophones. Learn the possessive apostrophe (singular). Non ‘s’ words singular apostrophes. Learn to spell more words with contracted forms Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidelines from Appendix. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Dictionary use in fun approach e.g. speed games.
Year 3	Spell further homophones.
Year 4	Spell words that are often misspelt (Appendix 1).

	<p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. – Year 3</p> <p>Place the possessive apostrophe accurately in words with 's' ending in singular and plural. – Year 4</p> <p>Write age appropriate words from dictation.</p> <p>Year 3 dictionary work – shortcuts e.g. going to the correct part of the dictionary, using the words at the top of the page to show first and last letters, skills for dictionary.</p> <p>Year 4 dictionary work – using fewer letters to identify word, skim reading.</p>
Year 5	<p>Spell some words with 'silent' letters.</p>
Year 6	<p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Start discussing etymology in spelling.</p> <p>Use dictionaries to check the spelling and meaning of words.</p>