



Robins Lane Primary School

Writing Progression Statements – End of year expectations

2019-2020

	Composition	Vocabulary, Grammar and Punctuation	Spelling and Handwriting
Year 1	<ul style="list-style-type: none">• Pupil can independently compose a sentence orally ready to replicate it in writing.• Ideas are sequenced appropriately.• Pupil, usually and independently, re-reads what they have written to check that it makes sense and is beginning to be able to put things right if it doesn't.• Pupil can read their writing aloud clearly enough to be heard by their peers and teacher.	<ul style="list-style-type: none">• Pupil can usually leave spaces between words.• Confidently and correctly joins words and clauses with 'and'.• Pupil can demonstrate simple and compound sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing.• The pupil knows specific words which need capital letters and can correct capitalisation issues in their writing when prompted.• Pupil uses age-appropriate grammatical terminology to discuss writing.	<ul style="list-style-type: none">• Pupil can usually correctly spell high-frequency words.• Pupil can make phonically plausible attempts at the days of the week and common exception (irregular) words, most of which are correctly spelt.• Pupil can name the letters of the alphabet in order.• Pupil can use letter names to distinguish between alternative spellings of the same sound.• Pupil can independently, but with some inconsistencies, spell regular plurals.• Pupil can independently use the prefix un- in own writing.• Pupil can independently use the suffixes -ing, -ed, -er and -est in own writing.• Pupil can independently write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most of them correctly. <p>Handwriting</p> <ul style="list-style-type: none">• Pupil can sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand.• Pupil can write letters, most of which are correctly formed.

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Year 2	<ul style="list-style-type: none"> Pupil can write simple narratives, simple poems and simple recounts of real events for different purposes; some evidence of writing stamina. Pupil can usually say or record in writing or pictorially their ideas for writing. Pupil can reread their writing to check it makes sense and knows how to correct errors in the use of verbs, including in the continuous form. Pupil can read their writing aloud with expression to make the meaning clear. 	<ul style="list-style-type: none"> Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession. Pupil can correctly structure statements, questions, exclamation sentences and commands. Pupil can usually use expanded noun phrases to describe and specify. Pupil can consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense. Pupil can, with some consistency, correctly use subordination and coordination. Pupil can, with some consistency, correctly use features of standard written English. Pupil uses age-appropriate grammatical terminology to discuss writing. 	<ul style="list-style-type: none"> Pupil can usually spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are usually phonically plausible. Pupil can make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt. Pupil can usually place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full. Pupil can usually place the possessive apostrophe accurately in singular nouns. Pupil can usually correctly apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant and to exception words ending in -y. Pupil can usually remember and write a dictated sentence that include words using the GPCs and common exception words taught so far, spelling most of them correctly and applying phonic knowledge and punctuation accurately. <p>Handwriting</p> <ul style="list-style-type: none"> Pupil can sit correctly at a table, hold a pencil with correct grip and correctly form and join some letters in accordance with the school's writing policy. Pupil can usually leave appropriately sized spaces between words

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Year 3	<ul style="list-style-type: none"> Pupil can usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class. Pupil can usually work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use. Pupil can usually compose and speak a whole sentence: e.g. for a teacher-scribed shared write or before writing independently, often incorporating newly acquired vocabulary and using recently learned sentence types. Pupil can usually organise their material into logical chunks and write a coherent series of linked sentences for each. Pupil can usually create an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story. Pupil can usually marshal their material into logical chunks and write an appropriate main heading for the text and suitable subheadings for each chunk. Pupil can usually read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvement. Pupil can read their writing aloud with expression, loudly and clearly enough to be heard and understood by all. 	<ul style="list-style-type: none"> Pupil can write an increasing range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing. Pupil can select the appropriate tense for the task and apply the new learning across a range of independent writing. Pupil can usually choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing. Pupil can usually use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing. Pupil can usually use a range of prefixes to generate new nouns, and use them appropriately in their independent writing. Pupil can decide whether a noun needs 'a' or 'an' in front of it and usually makes the right choice in independent writing. Pupil can recognise related words from the same word family and usually deduces the meaning of related words correctly. Pupil is using inverted commas confidently and consistently to punctuate direct speech. Pupil uses age-appropriate grammatical terminology to discuss writing. 	<ul style="list-style-type: none"> Pupil can usually correctly spell words with prefixes and suffixes without any associated changes in spelling. Pupil is able to identify their own most common spelling mistakes and the commonly misspelled words from the Y3/4 word list and is beginning to be able to use one or two taught strategies to reduce misspellings. Pupil can usually place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' animals' and in words with irregular plurals. Pupil can usually navigate a dictionary to find the initial letter and use the guide words to fine tune their search to the third letter. Pupil can remember and write dictated sentences that include words containing the spelling patterns and common exception words taught so far, spelling most of them correctly. <p>Handwriting</p> <ul style="list-style-type: none"> Pupil's writing can be read, is usually consistent and beginning to be pleasing in appearance.

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Year 4	<ul style="list-style-type: none"> • Pupil can usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class. They can usually identify the text type by naming it and when prompted describe a context/scenario for using it. • Pupil can, independently, select the most relevant information, key vocabulary and most suitable ideas drawn from discussion and notes to plan own writing. • Pupil can, independently, compose and orally rehearse sentences usually incorporating new vocabulary. Variation in sentence structure includes simple, compound and complex structures. • Pupil can, independently, plan narrative and non-fiction texts into paragraphs before they begin to write. • Pupil can usually create an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain some detail. • Pupil can usually cluster related information logically and write an engaging main heading for the text and relevant subheadings for each paragraph. • Pupil can, usually and accurately, assess the effectiveness of their own and others' writing and make improvements: e.g. they check the meaning is clear and organisational features are correct. They can identify and make suggestions for alteration and improvement. • Pupil can read loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation. 	<ul style="list-style-type: none"> • Pupil can use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences. • Pupil can explain the concept of verb tense. Pupil's writing shows growing awareness of how commonly used verbs are inflected in different tenses. Use of tense in writing is usually consistent with few lapses. Pupil is beginning to use the present perfect form in contrast to the past tense. • Pupil can usually choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the learning across a wide range of independent writing. • Pupil can usually use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing. • Pupil can usually follow spelling rules to alter the meaning of nouns by adding prefixes; they can give a clear definition of the new noun. • Pupil can usually explain the rules for using 'a' or 'an' and give one or two examples of each. Own writing shows some consistency in applying the rules. • Pupil can usually group words into two main families according to form and meaning. They can spot the common root words grouped by form. • Pupil can use inverted commas and other punctuation to indicate direct speech consistently and reliably. Pupil can use apostrophes for plural possession commas after fronted adverbials accurately and consistently across a range of independent writing. • Pupil uses age-appropriate grammatical terminology to discuss writing. 	<ul style="list-style-type: none"> • Pupil can usually correctly spell words with prefixes and suffixes without any associated changes in spelling. They can explain the meaning of most prefixes and suffixes. • Pupil can independently identify their most common spelling mistakes and select the most appropriate from a range of taught strategies to reduce them. • Pupil can usually place the possessive apostrophe accurately in words with regular plurals. • Pupil can usually find words in a dictionary, can accurately check their own attempt at spellings against the correct spelling and make any amendments. • Pupil can usually remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation accuracy. <p>Handwriting</p> <ul style="list-style-type: none"> • Pupil's writing can almost always be read; joined handwriting is the norm, written at a pace that usually keeps up with what pupils want to say.

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Year 5	<ul style="list-style-type: none"> • Pupil can usually identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing. • Pupil can usually think aloud and record their ideas, sometimes drawing on independent reading and research. • Pupil can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning • Pupil can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning. • Pupil can usually describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interaction and dialogue that moves the story on. • Pupil can usually précis longer passages. • Pupil can usually produce internally coherent paragraphs in a logical sequence. • Pupil can usually use further organisational and presentational devices to structure text and to guide the reader. • Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. • Pupil can perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard. 	<ul style="list-style-type: none"> • Pupil can usually use the present perfect form of verbs to mark relationships of time and cause. • Pupil can usually use expanded noun phrases to convey precise and detailed information concisely. • Pupil can usually use modal verbs or adverbs to indicate degrees of possibility. • Pupil can usually use relative clauses beginning with who, which, where, when, whose, that or with an implied. • Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently. Pupil is consistent in deploying commas to clarify meaning or avoid ambiguity. • Pupil can usually convert nouns or adjectives into verbs. • Pupil can use prefixes to generate new verbs. • Pupil can use devices to build cohesion, including adverbials of time, place and number. • Pupil uses age-appropriate grammatical terminology to discuss writing. 	<ul style="list-style-type: none"> • Pupil can usually spell words with prefixes and suffixes with or without associated changes in spelling. • Spells most common kn, mb, stle, mn, silent b words correctly. • Pupil can usually navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third or fourth letter, then independently read and understand the definition and choose the correct homophone. • Pupil can usually use a thesaurus to introduce varied and precise vocabulary: e.g. after proof-reading own work with a partner or alone, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary. <p>Handwriting</p> <ul style="list-style-type: none"> • Pupil can usually make choices over letter shapes and joins to ensure fluency, legibility and good presentation.

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Year 6	<ul style="list-style-type: none"> • 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. • Pupil can think aloud and record their ideas, sometimes drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write: e.g. selecting from a range of planning models to organise and develop related ideas drawn from notes made when reading and researching. • Pupil can draw imaginatively on what they have learned about how authors develop characters and settings to help them create their own: e.g. drawing on known characters and adapting them, taking elements from different settings and combining them in new ways. • Pupil can usually select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning: e.g. choose the most appropriate word from a range of synonyms or newly acquired subject specialist vocabulary, ensuring precision or expressing nuances of meaning. • Pupil can usually précis longer passages, identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions. • Pupil can produce internally coherent paragraphs in a logical sequence and understands and deploys some hooking devices to create cohesion between paragraphs: e.g. repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next; using conjunctions such as furthermore, moreover, on the other hand, or conversely, to link paragraphs. 	<ul style="list-style-type: none"> • Pupil can recognise some of the vocabulary and structures that are appropriate for formal speech and writing. • Pupil can use the passive voice appropriately in independent writing such as writing up a science investigation. • Pupil confidently uses the present perfect form of verbs to mark relationships of time and cause and is usually able to choose to use the past perfect form to mark relationships of time and cause. • Pupil can usually use expanded noun phrases to convey complicated information concisely. • Pupil confidently uses modal verbs or adverbs to indicate degrees of possibility. • Pupil can usually use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetical commas. • Pupil can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. Pupil punctuates bullet points accurately and uses hyphens to avoid ambiguity. • Pupil can usually convert nouns or adjectives into verbs. • Pupil can usually use prefixes to generate new verbs. • Pupil can usually use devices to build cohesion, including adverbials of time, place and number. • Pupil uses age-appropriate grammatical terminology to discuss writing. 	<ul style="list-style-type: none"> • Pupil can spell words with prefixes and suffixes with or without associated changes in spelling. • Spells most common ps, psy, gn silent n words correctly. • Able to draw on a wider range of known root words to correctly spell inflected words and other words related by meaning; operates some successful strategies for learning and recalling spelling of anomalous word. • Pupil can usually use a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language. <p>Handwriting</p> <ul style="list-style-type: none"> • Pupil can select the correct writing instrument for a given task.