



Panshanger Primary School Writing Progression Document



Spelling & Handwriting

| Rec | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> → Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. → Begin to show accuracy and care when drawing/ mark making. → Write recognisable letters, most of which are correctly formed. → Spell words by identifying sounds in them and representing the sounds with a letter or letters. | <ul style="list-style-type: none"> → I can sit correctly at a table and hold my pencil comfortably and correctly <p>I can form lower-case letters in the correct direction, starting and finishing in the correct place.</p> <p>I can form capital letters correctly.</p> <p>I can form digits 0-9 correctly.</p> <p>I understand which letters belong to which handwriting families.</p> | <ul style="list-style-type: none"> → I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. → I can spell common exception words → I can spell more words with contracted forms. → I am learning to use the possessive apostrophe (e.g. Laura's book) → I can distinguish between homophones and near-homophones. → I can add suffixes to spell longer words (-ment, -ness, -ful, -less, -ly) → I can write from memory simple sentences dictated by the teacher. → I can form lower-case letters of the correct size relative to one another. → I am beginning to use diagonal and horizontal strokes needed to join letters and understand which letters are best left | <ul style="list-style-type: none"> → I can use prefixes and suffixes and understand their meaning. → I can spell further homophones. → I can spell words that are often misspelt. → I can place the possessive apostrophe correctly in words with regular plurals e.g. girls' boys' → 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 taught so far. → I can use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined. → I can increase the legibility, consistency and quality of my handwriting | <ul style="list-style-type: none"> → I can use prefixes and suffixes and understand their meaning. → I can spell further homophones. → I can spell words that are often misspelt. → I can place the possessive apostrophe correctly in words with regular plurals e.g. girls' boys' → 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 taught so far. → I can use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined. → I can increase the legibility, consistency and quality of my handwriting | <ul style="list-style-type: none"> → I am secure with all spelling rules previously taught. → I can write increasingly confidently, accurately and fluently, spelling with automaticity. → I can use a number of different strategies interactively in order to spell correctly. → I have developed self checking and proof-checking strategies. → I can use independent spelling strategies for spelling unfamiliar words. → I can spell some words with silent letters e.g. psalm, knight, solemn → I can distinguish between homophones and other words which are often confused. → I can use a dictionary to check the spelling of words. → I can use a thesaurus to up level and extend my vocabulary. → I can choose when it is appropriate to print or join | <ul style="list-style-type: none"> → I am secure with all spelling rules previously taught. → I can write increasingly confidently, accurately and fluently, spelling with automaticity. → I can use a number of different strategies interactively in order to spell correctly. → I have developed self-checking and proof-checking strategies. → I can use independent spelling strategies for spelling unfamiliar words. |



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| | | | un-joined when adjacent to one another. | | | writing (e.g. printing for labelling a diagram) | |
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| | | | → I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. | | | | |
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Writing (Vocab, Punc & Grammar)

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| <ul style="list-style-type: none"> → I can leave finger spaces between words. → I can join words and clauses by using the word, 'and' in my writing. → I am beginning to punctuate my sentences using a capital letter, full stop, exclamation mark and question mark. → I can use a capital letter for the names of people, places, days of the week and the personal pronoun, 'I'. → I am beginning to use correct grammar for Y1 . → I can write simple sentences that can be read by myself and others. | <ul style="list-style-type: none"> → I can use both familiar and new punctuation correctly (full stops, capital letters exclamation marks, question marks, commas for lists and apostrophes for contractions and possession). → I can use different types of sentences (statement, exclamation, questions and commands). → I can use expanded noun phrases to describe. → I can use the present and past tenses correctly and consistently including the progressive form. → I can use subordination (when, if, that, because) and co-ordination (or, and, but). → I can use some features of standard written English. | <ul style="list-style-type: none"> → I can write sentences with more than one clause by using a wide range of conjunctions (when, if, although, because). → I can use the present perfect form of verbs in contrast to the past tense. → I can choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition. → I can use conjunctions, adverbs and prepositions to express time and cause. → I can use fronted adverbials → I can use appropriate grammar for Y3 and Y4. → I can use commas after fronted adverbials. → I can indicate possession by using apostrophes correctly. | <ul style="list-style-type: none"> → I can write sentences with more than one clause by using a wide range of conjunctions (when, if, although, because). → I can use the present perfect form of verbs in contrast to the past tense. → I can choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition. → I can use conjunctions, adverbs and prepositions to express time and cause. → I can use fronted adverbials → I can use appropriate grammar for Y3 and Y4. → I can use commas after fronted adverbials. → I can indicate possession by using apostrophes correctly. → I can use and punctuate direct speech in my writing. | <ul style="list-style-type: none"> → I can create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that (e.g. Sam, who had remembered his wellies, was the first to jump into the puddle). → I can create and punctuate complex sentences using 'ed' openers, 'ing' openers and simile starters. → I can use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i> → I can explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will.</i> → I can use ellipsis to link ideas between paragraphs. → I can identify and use colons to introduce a list. → I can identify and use semicolons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> | <ul style="list-style-type: none"> → I can manipulate sentences to create particular effects. → I can use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i> → I can use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i> → I can use ellipsis to link ideas between paragraphs. → I can identify and use colons to introduce a list. → I can identify and use semicolons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> → I can investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well behaved.</i> → I can explore how hyphens can be used to avoid ambiguity e.g. |
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| | | | | <p>→I can use and punctuate direct speech in my writing.</p> | | <p>→I can investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>.</p> <p>→I can identify and use brackets and dashes.</p> <p>→I can punctuate bullet points consistently</p> <p>→I can explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – enter.</p> | <p><i>man eating shark</i> versus <i>man-eating shark</i>.</p> <p>→I can punctuate bullet points consistently</p> <p>→I can explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request.</p> <p>→I can identify the subject and object of a sentence.</p> <p>→I can explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken</i>.</p> |
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Writing (Composition)

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| <p>→ Write simple phrases and sentences that can be read by others.</p> | <p>→ I can write sentences by saying out loud what I am going to write about.</p> <p>→ I can compose a sentence orally before I write it.</p> <p>→ I can sequence sentences to form short narratives.</p> <p>→ I can use the connective, 'and' to link ideas.</p> <p>→ I can re-read what I have written to check that it makes sense.</p> <p>→ I can talk about what I have written with the teacher or my friends.</p> <p>→ I can read aloud my writing loud enough that my teacher and peers can hear me.</p> | <p>→ I can write narratives about personal experiences and those of others (real and fictional).</p> <p>→ I can write about real events.</p> <p>→ I can write poems of my own.</p> <p>→ I can write for different purposes.</p> <p>→ I can plan my writing by saying out loud what I am going to write about.</p> <p>→ I can record my ideas including new vocabulary.</p> <p>→ I can develop my ideas, sentence by sentence.</p> <p>→ I can evaluate my writing with the teacher and my peers.</p> | <p>→ I can plan my writing by discussing similar writing and learn from its structure, vocabulary and grammar.</p> <p>→ I can plan my writing by discussing and recording my ideas.</p> <p>→ I can compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>→ I can organise my paragraphs around a theme.</p> <p>→ I can write narratives creating my own characters, setting and plot.</p> | <p>→ I can plan my writing by discussing similar writing and learn from its structure, vocabulary and grammar.</p> <p>→ I can plan my writing by discussing and recording my ideas.</p> <p>→ I can compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>→ I can organise my paragraphs around a theme.</p> <p>→ I can write narratives creating my own characters, setting and plot.</p> | <p>→ I can identify the audience and purpose of my writing.</p> <p>→ I can select appropriate language and structures for my writing.</p> <p>→ I can draw on similar writing models, reading and research.</p> <p>→ I can use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes</i></p> <p>→ I can select <i>appropriate</i> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>→ I can introduce and develop characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom</i></p> | <p>→ I can identify the audience and purpose of my writing.</p> <p>→ I can choose appropriate text form and type for all writing.</p> <p>→ I can select appropriate language and structures for my writing.</p> <p>→ I can draw on similar writing models, reading and research. → I can use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post it notes</i></p> <p>→ I can select <i>appropriate</i> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>→ I can introduce and develop characters through blending</p> |
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Writing (Composition ctd....)

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| | | | <ul style="list-style-type: none"> → I can re-read my work to make sure it makes sense. → I can use verbs to indicate time correctly and consistently. → I can proof read my work to check for punctuation errors (missing full stops/ capital letters). → I can read aloud my finished work with intonation to make the meaning clear. | <ul style="list-style-type: none"> → I can use organisation features when writing non-fiction texts (heading, sub-headings). → I can evaluate and edit my work by assessing the effectiveness of my own and other's writing and suggesting improvements. → I can suggest improvements to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. → I can proof-read for spelling and punctuation errors. → I can read aloud my work with appropriate intonation and tone so that the meaning is clear. | <ul style="list-style-type: none"> → I can use organisation features when writing non-fiction texts (heading, sub-headings). → I can evaluate and edit my work by assessing the effectiveness of my own and other's writing and suggesting improvements. → I can suggest improvements to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. → I can proof-read for spelling and punctuation errors. → I can read aloud my work with appropriate intonation and tone so that the meaning is clear. | <p><i>stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"</i></p> <ul style="list-style-type: none"> → I can blend action, dialogue and description within and across paragraphs. → I can use devices to build cohesion. → I can use organisational and presentational devices (headings, sub-headings, bullet points, diagrams). → I can evaluate, select and use a range of organisation and presentational devices for different purposes and audiences. → I can find examples of where authors have broken conventions to achieve specific effects and use similar techniques in my own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i> → I can make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i> → I can ensure consistent and correct use of verb tense throughout a piece of writing. → I can ensure consistent subject and verb agreement. | <p>action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"</i></p> <ul style="list-style-type: none"> → I can use devices to build cohesion. → I can deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i> → I can combine text-types to create hybrid texts e.g. <i>persuasive speech.</i> → I can evaluate, select and use a range of organisation and presentational devices for different purposes and audiences. → I can find examples of where authors have broken conventions to achieve specific effects and use similar techniques in my own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i> → I can make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i> → I can use active and passive voice to achieve intended effects e.g. <i>in formal reports, explanations and mystery narrative.</i> |
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| | | | | | | <p>→I can reflect upon the effectiveness of my writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <p>→I can proofread my writing for grammatical, spelling and punctuation errors.</p> <p>→I can evaluate and improve performances of compositions focusing on: Intonation and volume, gesture and movement and audience engagement.</p> | <p>→I can reflect upon the effectiveness of my writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <p>→I can proofread my writing for grammatical, spelling and punctuation errors.</p> <p>→I can evaluate and improve performances of compositions focusing on: Intonation and volume, gesture and movement and audience engagement.</p> |
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