

SJA Progression of Skills – Writing

	Y1/2	Y3	Y4	Y5	Y6
<i>Composition</i>	<ul style="list-style-type: none"> • Write sentences that are linked thematically. • Write about real events, recording these simply and clearly. • Write poetry to develop positive attitudes and stamina for writing. <ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of writing. • Consider what they are going to write before beginning by writing down ideas. • Consider what they are going to write before beginning by encapsulating what they want to say, sentences by sentence. <ul style="list-style-type: none"> • Make simple additions, revisions and corrections to own writing, by evaluating their writing with the teacher and other pupils. • Make simple additions, revisions and corrections to own writing by re-reading to check that it makes sense and that verbs in indicate time are used correctly and consistently, including verbs of the continuous form. <ul style="list-style-type: none"> • Make simple additions, revisions and corrections to own writing by proof-reading e.g. errors in SPaG, improve word phrases, independently or following a conversation with the teacher. • Read aloud what has been written with appropriate intonation to make the meaning clearer. 	<p>Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary.</p> <ul style="list-style-type: none"> • Plan writing by discussing and recording ideas within a given structure. • Draft and write by composing and rehearse sentences orally, building on varied and rich vocabulary and using sentence structures from summary overview. • Draft and write by organising writing into paragraphs as a way of grouping related material. • Draft and write in narratives, creating settings, characters and plot. • Draft and write non-narrative material, using headings and subheadings to organise texts. • Evaluate and edit by assessing the effectiveness of writing. • Proof read for spelling errors and for punctuation. • Read own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary.</p> <ul style="list-style-type: none"> • Plan writing by discussing and recording ideas. • Draft and write by composing and rehearse sentences orally (including dialogue), building on varied and rich vocabulary and using sentence structures from summary overview • Draft and write by organising paragraphs around a theme. • Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. • Draft and write non-narrative material, using simple organisational devices. • Evaluate and edit by assessing the effectiveness of own and others writing and suggesting improvements. • Proof read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. • Confidently read own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for own</p> <ul style="list-style-type: none"> • Plan writing by noting and developing initial ideas, drawing on reading where necessary • Plan writing of narratives by considering how authors have developed characters and setting in what the class has read, listened to or seen performed. • Draft and write by selecting appropriate grammar and vocabulary. • Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. • Draft and write by using devices to build cohesion within and across sentences and paragraphs • Draft and write by linking ideas across paragraphs • Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. • Use different verb forms mostly accurately with consideration for audience purpose. • Evaluate and edit by assessing the effectiveness of own and others writing. • Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing. • Proof-read for spelling errors linked to spelling statements for Year 5 • Proof-read for punctuation errors, including use of brackets, dashes or commas in indicate parenthesis; use of commas to clarify meaning or avoid ambiguity, <ul style="list-style-type: none"> • Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear. 	<p>Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form</p> <ul style="list-style-type: none"> • Plan writing by noting and developing initial ideas, drawing on reading and research where necessary • Plan writing of narratives through reasoned consideration of how authors have developed characters and setting in what the class has read, listened to or seen performed. • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what has been read as models for own writing • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word phrase, grammatical connections and ellipsis. • Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. sub-headings, columns, bullets or tables. • Evaluate and edit by assessing the effectiveness of own and others' writing with reasoning.. • Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Distinguish between the language of speech and writing and choosing appropriate register. • Proof-read for spelling errors. • Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. • Confidently perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.

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Grammar, Punctuation and Spelling (transcription)

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| <ul style="list-style-type: none"> • Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as -ful, -less • Use the suffixes -er, -est in adjectives and the use of -ly • Subordination (using when, if, that or because) and coordination (using or, and, or but) • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing. • Use the progressive form of verbs in the present and past tense to mark actions in progress • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns | <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes, such as super-, anti-, auto • Use of forms a or an • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver; dissolve, insoluble] • Expressing time, place and cause using conjunctions • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the perfect form of verbs instead of the simple past • Introduction to inverted commas to punctuate direct speech | <ul style="list-style-type: none"> • The grammatical difference between plural and possessive -s • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Fronted adverbials • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas • Apostrophes to mark plural possession • The use of commas after fronted adverbials | <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example -ate; -ise; -ify] • Verb prefixes [for example dis-, de-, mis-, over-, and re-) • Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time, place, and number or tense choices • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity | <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • How words are related by meaning as synonyms and antonyms • Use of the passive voice to affect the presentation of information in a sentence • The difference between structures typical of informal speech and structures appropriate for formal speech and writing • subjunctive forms • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials, and ellipsis • Layout devices [headings, sub-headings, columns, bullets, or tables, to structure text.] • Use of the semi-colon, colon and dash to mark the boundary between independent clauses • Use of a colon to introduce a list |
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<p><i>Vocabulary</i></p>	<p>Letter, capital letter Word, singular, Plural Sentence, punctuation full stop, question mark, exclamation mark , noun, noun phrase, statement, questions exclamation, command compound, adjective, verb suffix adverb tense (past, present) apostrophe comma</p>	<p>Adverb preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>Determiner pronoun, possessive pronoun adverbial</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points</p>
<p><i>Handwriting</i></p>	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Form lower-case letters in the correct direction, starting and finishing in the right place and letters of the correct size relative to one another • Lead out of letters in preparation for joining. • Form capital letters • Digits 0 to 9. • Understand which letters belong to which handwriting 'families' • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 		
<p>Summary overview</p>		<p>Embedded clause -ing -ly sentence starters When / if sentence pattern Alliteration Simile Basic inverted commas (around speech)</p>	<p>Reinforce previous year + -ed starter Subordinate clauses Metaphor Personification</p>	<p>Reinforce previous years + Relative clause Parenthesis Modal Active / passive DADWAVERS could also be used to develop sentence variation</p>	<p>All previous years + Formality Control over sentence variation for effect</p>