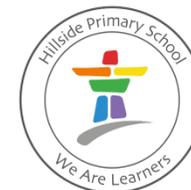


Key Objectives: Writing Progression 2017/2018



	Punctuation	Grammar	Plan/Draft/Edit Writing	Phonics & Spelling	Handwriting							
Year 1	<p>1. Use capital letters for names and for the pronoun 'I'.</p> <p>2. Show some awareness of capital letters, full stops, question marks and exclamation marks.</p>	<p>3. Join words and clauses using 'and'.</p>	<p>4. Compose a sentence orally before writing.</p> <p>5. Sequence complete sentences to form short narratives.</p> <p>6. Read writing aloud audibly and clearly.</p> <p>7. Identify ways to improve writing.</p>	<p>8. Spell words with the standard phonemes.</p> <p>9. Spell common exception words.</p> <p>10. Spell the days of the week.</p> <p>11. Name the letters of the alphabet in order.</p> <p>12. Spelling patterns</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;"><i>Double s, f, l, z, k</i></td></tr> <tr><td style="text-align: center;"><i>Syllable division</i></td></tr> <tr><td style="text-align: center;"><i>-tch</i></td></tr> <tr><td style="text-align: center;"><i>Plural: 's' 'es'</i></td></tr> <tr><td style="text-align: center;"><i>Split digraph</i></td></tr> <tr><td style="text-align: center;"><i>/ee/ spelt 'y' at the end of words</i></td></tr> <tr><td style="text-align: center;"><i>oy</i></td></tr> </table>	<i>Double s, f, l, z, k</i>	<i>Syllable division</i>	<i>-tch</i>	<i>Plural: 's' 'es'</i>	<i>Split digraph</i>	<i>/ee/ spelt 'y' at the end of words</i>	<i>oy</i>	<p>13. Sit and hold writing implement correctly.</p> <p>14. Form lower case letters in the right direction.</p> <p>15. Form capital letters.</p> <p>16. Form digits 0-9.</p> <p>17. Leave spaces between words.</p>
<i>Double s, f, l, z, k</i>												
<i>Syllable division</i>												
<i>-tch</i>												
<i>Plural: 's' 'es'</i>												
<i>Split digraph</i>												
<i>/ee/ spelt 'y' at the end of words</i>												
<i>oy</i>												
	<p>SPaG Terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>											



Key Objectives: Writing Progression 2017/2018

Year 2	<p>1. Use apostrophe in contracted forms. GDS Possession</p> <p>2. Use capital letters, full stops, question marks and exclamation marks.</p> <p>3. Use commas for lists.</p>	<p>4. Use noun phrases.</p> <p>5. Use four main types of sentence appropriately.</p> <p>6. Use present (including progressive form) and past tense correctly.</p> <p>7. Use some coordinating and subordinating conjunctions.</p> <p>8. Identify nouns, verbs, adverbs and adjectives.</p>	<p>9. Gather ideas for writing.</p> <p>10. Write for different purposes (real/fictional narratives about their own/others' experiences).</p> <p>11. Read aloud using appropriate intonation.</p> <p>12. Reread for sense and accuracy.</p>	<p>13. Break words into phonemes for spelling.</p> <p>14. Spell common exception words.</p> <p>15. Spelling patterns</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;"><i>-ed suffix</i></td></tr> <tr><td style="text-align: center;"><i>-er, -est suffix</i></td></tr> <tr><td style="text-align: center;"><i>-ing</i></td></tr> <tr><td style="text-align: center;"><i>/j/ ending</i></td></tr> <tr><td style="text-align: center;"><i>/ll/ ending</i></td></tr> <tr><td style="text-align: center;">Contractions</td></tr> <tr><td style="text-align: center;"><i>Suffixes after a 'y'</i></td></tr> <tr><td style="text-align: center;">Suffixes -ment, -ness, -ful, -less</td></tr> <tr><td style="text-align: center;">Suffix -ly</td></tr> </table>	<i>-ed suffix</i>	<i>-er, -est suffix</i>	<i>-ing</i>	<i>/j/ ending</i>	<i>/ll/ ending</i>	Contractions	<i>Suffixes after a 'y'</i>	Suffixes -ment, -ness, -ful, -less	Suffix -ly	<p>16. Form lower-case letters of the correct size, relative to one another.</p> <p>17. Start using some of the diagonal and horizontal strokes needed to join appropriate letters.</p> <p>18. Write capital letters and digits of appropriate size.</p>
	<i>-ed suffix</i>													
<i>-er, -est suffix</i>														
<i>-ing</i>														
<i>/j/ ending</i>														
<i>/ll/ ending</i>														
Contractions														
<i>Suffixes after a 'y'</i>														
Suffixes -ment, -ness, -ful, -less														
Suffix -ly														
<p>SPaG Terminology: Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.</p>														



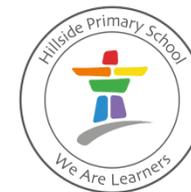
Key Objectives: Writing Progression 2017/2018

	Punctuation	Grammar	Plan/Draft/Edit Writing	Phonics & Spelling	Handwriting							
Year 3	<p>1. Use the apostrophe to show belonging.</p> <p>2. Use the possessive apostrophe accurately with regular plurals.</p> <p>3. Use inverted commas to punctuate speech.</p>	<p>4. Use a range of conjunctions to extend sentences with more than one clause.</p> <p>5. Use conjunctions, adverbs and prepositions to express time, cause and place.</p> <p>6. Use the correct form of 'a' or 'an'.</p> <p>7. Use the present perfect tense.</p>	<p>8. Adopt the features of existing texts to shape own writing.</p> <p>9. Build sentences with varied vocabulary and structures.</p> <p>10. Attempt to use paragraphs to organise writing.</p> <p>11. Develop basic information of characters, setting and plot in narratives.</p> <p>12. Use simple organisational devices in non-fiction.</p> <p>13. Suggest improvements to grammar and vocabulary.</p> <p>14. Proofread own work for spelling and punctuation errors.</p> <p>15. Read aloud using appropriate intonation, tone and volume.</p>	<p>16. Spell words which are often misspelt from the Y3/4 list.</p> <p>17. Use a dictionary to check spellings.</p> <p>18. Spelling patterns</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;"><i>Suffix -ly</i></td></tr> <tr><td style="text-align: center;"><i>sion / tion</i></td></tr> <tr><td style="text-align: center;"><i>Prefixes</i></td></tr> <tr><td style="text-align: center;"><i>sure / ture</i></td></tr> <tr><td style="text-align: center;"><i>-ous, -ious</i></td></tr> <tr><td style="text-align: center;"><i>Adding suffixes beginning a vowel to polysyllabic words</i></td></tr> <tr><td style="text-align: center;"><i>cian / ssion</i></td></tr> </table>	<i>Suffix -ly</i>	<i>sion / tion</i>	<i>Prefixes</i>	<i>sure / ture</i>	<i>-ous, -ious</i>	<i>Adding suffixes beginning a vowel to polysyllabic words</i>	<i>cian / ssion</i>	<p>19. Use appropriate handwriting joins (including choosing unjoined letters) to produce clear and tidy handwriting style.</p> <p>20. Increase the legibility, consistency and quality of handwriting (letters are parallel and equidistant).</p> <p>21. Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
<i>Suffix -ly</i>												
<i>sion / tion</i>												
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<i>-ous, -ious</i>												
<i>Adding suffixes beginning a vowel to polysyllabic words</i>												
<i>cian / ssion</i>												
	<p>SPaG Terminology: Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks'), possessive apostrophe, determiner.</p>											

Key Objectives: Writing Progression 2017/2018



	Punctuation	Grammar	Plan/Draft/Edit Writing	Phonics & Spelling	Handwriting							
Year 4	<p>1. Use the possessive apostrophe accurately with regular and irregular plurals.</p> <p>2. Use comma after fronted adverbial.</p> <p>3. Use inverted commas and other punctuation to indicate speech.</p>	<p>4. Use expanded noun phrases, including with prepositions.</p> <p>5. Use fronted adverbials.</p> <p>6. Recognise and use Standard English verb inflections (e.g. I <u>have</u> done/I did).</p> <p>7. Choose nouns and pronouns for clarity and cohesion.</p> <p>8. Use subordinate clauses at the beginning or middle of a sentence.</p>	<p>9. Adopt the features of existing texts to shape own writing.</p> <p>10. Adapt grammar, vocabulary, expression and structure to suit the type of writing.</p> <p>11. Use paragraphs to organise writing and signpost meaning.</p> <p>12. Develop detail of characters, setting and plot in narratives.</p> <p>13. Use simple organisational devices in non-fiction.</p> <p>14. Suggest improvements to grammar and vocabulary.</p> <p>15. Proofread own work for spelling and punctuation errors.</p> <p>16. Read aloud using appropriate intonation, tone and volume.</p>	<p>17. Identify commonly misspelt words from the Y3/4 list and corrects them.</p> <p>18. Use the first two or three letters of a word to check spellings in a dictionary.</p> <p>19. Spelling patterns</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;"><i>Suffix -ly</i></td></tr> <tr><td style="text-align: center;"><i>sion / tion</i></td></tr> <tr><td style="text-align: center;"><i>Prefixes</i></td></tr> <tr><td style="text-align: center;"><i>sure / ture</i></td></tr> <tr><td style="text-align: center;"><i>-ous, -ious</i></td></tr> <tr><td style="text-align: center;"><i>Adding suffixes beginning a vowel to polysyllabic words</i></td></tr> <tr><td style="text-align: center;"><i>cian / ssion</i></td></tr> </table>	<i>Suffix -ly</i>	<i>sion / tion</i>	<i>Prefixes</i>	<i>sure / ture</i>	<i>-ous, -ious</i>	<i>Adding suffixes beginning a vowel to polysyllabic words</i>	<i>cian / ssion</i>	<p>19. Use appropriate handwriting joins (including choosing unjoined letters) to produce fluent handwriting style.</p> <p>20. Increase the legibility, consistency and quality of handwriting (letters are parallel and equidistant).</p> <p>21. Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
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<p>SPaG Terminology: Adverbial, fronted adverbial, phrase, Standard English, verb forms, past perfect, pronoun, possessive pronoun.</p>												



Key Objectives: Writing Progression 2017/2018

	Punctuation	Grammar	Plan/Draft/Edit Writing	Phonics & Spelling	Handwriting								
Year 5	<p>1. Use commas to clarify meaning and avoid ambiguity.</p> <p>2. Use brackets, dashes and commas to indicate parenthesis.</p> <p>3. Use hyphens to avoid ambiguity.</p>	<p>4. Use a thesaurus.</p> <p>5. Use expanded noun phrases to convey complicated information.</p> <p>6. Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>7. Use relative clauses.</p> <p>8. Convert nouns or adjectives into verbs.</p> <p>9. Use adverbials of time, place and number for cohesion.</p>	<p>10. Identify the audience and purpose before writing, and adapt accordingly.</p> <p>11. Select appropriate grammar change and enhance meaning.</p> <p>12. Select from a wide vocabulary for effect.</p> <p>13. Develop setting, atmosphere and character.</p> <p>14. Convey character and advance action through dialogue.</p> <p>15. Attempt to précis longer passages.</p> <p>16. Use a range of cohesive devices.</p> <p>17. Use advanced organisational and presentational devices e.g. bullet points.</p> <p>18. Use the correct tense consistently throughout a piece of writing.</p> <p>19. Ensure correct subject-verb agreement.</p> <p>20. Shape and improve writing.</p> <p>21. Perform compositions using appropriate</p>	<p>22. Spell words which are often misspelt from the Y5/6 list.</p> <p>23. Use dictionary to check spelling and meaning.</p> <p>24. Spelling patterns</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;"><i>tial / cial</i></td></tr> <tr><td style="text-align: center;"><i>able / ible</i></td></tr> <tr><td style="text-align: center;"><i>cious / tious</i></td></tr> <tr><td style="text-align: center;"><i>ant / ent, ancy / ency</i></td></tr> <tr><td style="text-align: center;"><i>Adding suffixes beginning with a vowel to words ending in -fer</i></td></tr> <tr><td style="text-align: center;"><i>ei / ie</i></td></tr> <tr><td style="text-align: center;"><i>Hyphens</i></td></tr> <tr><td style="text-align: center;"><i>Silent letters</i></td></tr> </table>	<i>tial / cial</i>	<i>able / ible</i>	<i>cious / tious</i>	<i>ant / ent, ancy / ency</i>	<i>Adding suffixes beginning with a vowel to words ending in -fer</i>	<i>ei / ie</i>	<i>Hyphens</i>	<i>Silent letters</i>	<p>25. Write legibly, fluently and with increasing speed by:</p> <p>-choosing which shape of a letter to use when given choices</p> <p>-deciding whether or not to join specific letters</p> <p>-choosing the writing implement that is best suited for a task.</p>
	<i>tial / cial</i>												
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<i>ei / ie</i>													
<i>Hyphens</i>													
<i>Silent letters</i>													
<p>SPaG Terminology: Brackets, dash, hyphen, parenthesis, modal verbs, relative clause, relative pronouns, cohesion, ambiguity.</p>													

Key Objectives: Writing Progression 2017/2018



			intonation, volume and movement.							
	Punctuation	Grammar	Plan/Draft/Edit Writing	Phonics & Spelling	Handwriting					
Year 6	<p>1. Use ellipsis. 2. Use semi-colons, colons and dashes between independent clauses. 3. Use a colon to introduce a list. 4. Punctuate bullet points consistently.</p>	<p>5. Use synonyms and antonyms to show differences between words. 6. Use adverb, prepositional and expanded noun phrases to convey complicated information concisely. 7. Recognise vocabulary and structures that are appropriate for formal use. 8. Use passive and modal verbs to affect the presentation of information. 9. Use the perfect form of verbs to mark relationships of time and cause. 10. Recognise difference in informal and formal language.</p>	<p>14. Identify the audience and purpose before writing, and adapt accordingly. 15. Select appropriate grammar to change and enhance meaning. 16. Select from an ambitious vocabulary for a chosen effect. 17. Develop setting, atmosphere and character using imaginative description. 18. Convey character and advance action through dialogue, using inverted commas correctly. 19. Shape and précis longer passages.</p>	<p>26. Identify commonly misspelt words from the Y5/6 list and corrects them. 27. Use dictionary to check spelling and meaning. 28. Spelling patterns</p> <table border="1" style="width: 100%;"> <tr><td style="text-align: center;"><i>tial / cial</i></td></tr> <tr><td style="text-align: center;"><i>able / ible</i></td></tr> <tr><td style="text-align: center;"><i>cious / tious</i></td></tr> <tr><td style="text-align: center;"><i>ant / ent, ancy / ency</i></td></tr> <tr><td style="text-align: center;"><i>Adding suffixes beginning with a vowel to words ending in -fer</i></td></tr> </table>	<i>tial / cial</i>	<i>able / ible</i>	<i>cious / tious</i>	<i>ant / ent, ancy / ency</i>	<i>Adding suffixes beginning with a vowel to words ending in -fer</i>	<p>28. Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices -deciding whether or not to join specific letters -choosing the writing implement that is best suited for a task.
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<i>Adding suffixes beginning with a vowel to words ending in -fer</i>										



Key Objectives: Writing Progression 2017/2018

	<p>11. Use grammatical connections and adverbials for cohesion. 12. Use a wide range of clause structures. 13. Recognise subjunctive form of a verb.</p>	<p>20. Use a range of cohesive devices. 21. Use advanced organisational and presentational devices. 22. Use the correct tense consistently throughout a piece of writing. 23. Ensure correct subject-verb agreement. 24. Continually shapes, proofreads and improves writing. 25. Perform compositions using appropriate intonation, volume and movement.</p>	<p><i>ei / ie</i></p> <p><i>Hyphens</i></p> <p><i>Silent letters</i></p>		
	<p>SPaG Terminology: Ellipsis, semi-colon, colon, independent, dependent, synonym, antonym, subject, object, passive, active, formal, informal, bullet points.</p>				