

HOLY TRINITY CATHOLIC SCHOOL – PROGRESSION OF WRITING SKILLS ACROSS THE WHOLE SCHOOL

| Skill | Reception | Year1 | Year 2 | Year3 | Year 4 | Year 5 | Year 6 |
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| Purpose | | | | | | | |
| Overall recognition of purpose audience and formality | 30-50 - Pupils give meaning to the marks they make. 40-60 – Some clearly identifiable letters are used to communicate meaning, representing sounds correctly and in sequence. | Pupils start to understand that there is a purpose to writing and a specific audience likely to read it. | Pupils write effectively and coherently for different purposes, drawing on their reading to inform vocabulary and grammar choices. | Pupils are starting to consider the overall formality the purpose for writing requires. | Pupils understand and apply the level of formality their writing requires. → | | Pupils write effectively for a range of purposes and audiences, selecting language that shows awareness of the reader. Pupils independently draw upon their reading as models for their own writing (e.g. literary language, characterisation and structure). |
| Write to entertain | | Pupils are beginning to show an awareness of what writing to entertain means by beginning to form written narrative structures. | Pupils are able to write simple, coherent narratives about personal experiences and those of others (real or fiction). Pupils are able to write about real events, recording these simply and clearly. | Pupils understand what it means to write to entertain and develop settings and characters in narrative structures in order to do so. | Pupils understand what it means to write to entertain: they develop settings in detail using their senses and describe characters' appearances and characteristics in narrative structures. | Pupils thoroughly understand what it means to write to entertain: they develop descriptions of settings and develop characterisation. Pupils are starting to use figurative language as part of these descriptions. | Select vocabulary and grammar structures that reflect what the writing requires mostly accurately. Exercise an assured and conscious control over formality, particularly through manipulating grammar and vocabulary. In narratives, pupils describe settings, |

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| Write to inform | | | Pupils are beginning to know what it means to write to inform. | Pupils understand what writing to inform means: they are beginning to make structural text changes (e.g. subheadings) and use facts in order to support the reader's understanding. | Pupils understand what writing to inform means: they make structural text changes (e.g. subheadings) and use a wide range of facts in order to support the reader's understanding. | Pupils thoroughly understand what it means to write to inform: structural changes are made, a wealth of facts and examples are included and diagrams are used to support the readers understanding. | characters and build atmosphere. Pupils use figurative language to build their descriptions. Distinguish between the language of speech and writing, choosing an appropriate register for word choices. |
| Write to persuade | | | | Pupils are beginning to know what it means to write to persuade. | Pupils understand what writing to persuade means: they are starting to develop reasons with supportive evidence. | Pupils understand what writing to persuade means: they develop reasons with supportive evidence and use a range of persuasive language. | |
| Write to discuss | | | | | | Pupils are starting to understand what it means to write to discuss | |

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| Vocabulary | | | | | | | |
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| Breadth and range | <p>30-50 – Pupils begin to break the flow of speech into words.</p> <p>30-50 – Pupils continue a rhyming string.</p> <p>40-60 – Pupils write their own names and other things such as labels and captions.</p> | Pupils draw from the words they read, hear and speak to use in their writing. | Pupils start to think of exciting words to include in their writing | Pupils work to expand the range of vocabulary they use in writing, looking for more exciting options. | <p>Pupils are beginning to make ambitious vocabulary choices and starting to consider which word is the best to convey meaning.</p> <p>Pupils are starting to use a thesaurus to expand and vary their vocabulary choices.</p> | <p>Pupils are making more ambitious vocabulary choices and improving at making precise choices to convey meaning.</p> <p>Pupils use a thesaurus to expand and vary their vocabulary choices.</p> | <p>Pupils make ambitious and precise vocabulary choices that build themes, mood and tension within writing.</p> <p>Pupils capably use a thesaurus to expand and vary their vocabulary choices.</p> |
| Use of adjectives (including the use of expanded noun phrases) | | Pupils are beginning to use adjectives to describe in their writing. | Pupils use adjectives in their writing and are starting to use more than one in their expanded noun phrases. | Pupils are using a growing range of adjectives to describe and their expanded noun phrases contain more than one adjective | Pupils make effective adjective choices and use expanded noun phrases. | Pupils make effective adjective choices and regularly use expanded noun phrases as well as starting to consider other sentence structures for adjectives. | Pupils use a wide range of effective adjectives, adverbs and prepositions in a variety of sentence structures and draw from their reading to do so. |
| Use of adverbs | | | | Pupils use a growing range of -ly adverbs | Pupils use a wide range of -ly adverbs and start to understand not all adverbs end in -ly. | Pupils use a wide range of -ly adverbs and start to understand not all adverbs end in -ly. | |

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| Use of prepositions | | | | Pupils start to use prepositions for time and place in their writing. | Pupils start to use prepositional phrases within their writing. | | |
| Hyphenated words | | | | | | Pupils are beginning to use hyphenated vocabulary. | Pupils use hyphenated words. |
| Punctuation | | | | | | | |
| Capital letters | | <p>Pupils use a capital letter at the start of a sentence.</p> <p>Pupils use a capital letter for the pronoun 'I'</p> <p>Pupils use a capital letter for the names of people, places and the days of the week.</p> | Pupils use capital letters for most sentences. | Pupils consistently and accurately use capital letters at the start of sentences, for the pronoun 'I', for proper nouns and acronyms. | | | Pupils consistently use capital letters accurately. |
| Full stops | | Pupils use a full stop. | Pupils use full stops for most sentences. | Pupils consistently and accurately use full stops. | | | Pupils consistently use full stops accurately. |
| Question marks | | Pupils are starting to use question marks. | Pupils use question marks correctly when required. | Pupils use question marks consistently and accurately, including within dialogue. | Pupils use question marks consistently and accurately in a growing range of sentence types and structures. | | Pupils use question marks. |

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| Exclamation marks | | Pupils are starting to use exclamation marks | Pupils use exclamation marks. | Pupils use exclamation marks appropriately and accurately (e.g. not over frequent use and only one at a time). | | | Pupils use exclamation marks. |
| Apostrophes | | | Pupils are beginning to use an apostrophe for some contracted forms. Pupils are beginning to use an apostrophe for possession. | Pupils use apostrophes for contracted forms and understand the letters should not be joined where the apostrophe is positioned. Pupils use apostrophes for singular possession. | | Pupils accurately and consistently use apostrophes for singular possession and start to use apostrophes for possessive plurals. | Pupils use apostrophes for contractions. Pupils use apostrophes for possession. Pupils can apply the use of apostrophes to possessive plurals with some accuracy. |
| Commas | | | | Commas are beginning to be used to separate simple fronted adverbials. | Commas are used to separate fronted adverbials. | commas are used to separate clauses e.g. fronted adverbials, main and subordinated | Pupils use commas for clarity and when structuring simple lists. |

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| | | | | Commas are used to separate items in a list (no commas appears before the 'and' in a list). | | clauses, embedded clauses and phrases. Commas are used to separate speech and reporting clauses in multiclausal structures e.g. "That beanstalk has appeared from nowhere," exclaimed Jack, "because there was no sign of it yesterday." | |
| | | | | | Commas are used at the end of speech (inside inverted commas) before a reporting clause | | |
| Inverted commas | | | | Pupils are beginning to use inverted commas to demarcate spoken words and indicate who the speaker is. | Pupils use inverted commas to mark dialogue and use appropriate sentence punctuation within that before a reporting clause. | Pupils use inverted commas for spoken words and start a new line for a new speaker. Pupils set out dialogue increasingly accurately and use multiclausal speech structures. | Pupils use inverted commas accurately. |
| Parenthesis | | | | | | Pupils start to use brackets, dashes and | Pupils punctuate with parenthesis. |

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| | | | | | | commas for parenthesis. | |
| Dashes | | | | | | Pupils start to use a single dash. | Pupils some use of dashes. |
| colons | | | | | | Pupils start to use colons to start a list. | Pupils have some use of colons for clauses and lists. |
| Semicolons | | | | | | Pupils start to use semicolons within a list of phrases/clauses. | Pupils have some use of semicolons for clauses and lists. |
| Ellipsis | | | | | | Pupils use ellipsis within speech to show pauses or interruptions. Pupils use ellipsis to build tension. | Pupils use ellipsis. |
| Grammar | | | | | | | |
| Tense | | Pupils are beginning to write in the past and present tense. | Pupils use present and past tense mostly correctly and consistently. | Present and past tense are used mostly accurately and consistently, including common irregular forms of the simple past. Pupils are starting to use some progressive | | | Pupils use all verb tenses consistently and appropriately throughout writing. |

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| | | | | tense forms e.g. she is drumming, he was shouting | forms is used mostly correctly. | | |
| | | | | | | Present and past perfect forms (including irregular forms) of common verbs are use accurately. | |
| Standard English | | | Pupils have some use of Standard English. | Pupils use correct determiners e.g. a vs an. |  Pupils have subject and verb agreement in their writing e.g. 'we were' not 'we was' / 'I am' not 'I is'. Pupils understand when and how to use 'I' and 'me' | Pupils use Standard English to ensure coherency in their sentence structures. | |
| Active/Passive | | | | | | | Pupils use active and passive verb forms accurately and appropriately. |
| Sentence Structures | | | | | | | |
| Conjunctions – Compound and | | Pupils use 'and' to join words and clauses. | Pupils use coordinating | Pupils start to use a growing range of coordinating |  | Pupils start to include some more sophisticated | Pupils use subordinating and coordinating |

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| complex sentences | | | conjunctions e.g. or, and, but etc. Pupils use some subordinating conjunctions e.g. when, if, then, because etc. | conjunctions within sentences e.g. for, and, nor, but, or, yet, so. Pupils start to use a growing range of subordinating conjunctions within sentences e.g. if, since, as, when, although, while, after, before, until, because | | conjunctions into their range e.g. in addition, furthermore, moreover, however, even though, whereas, meanwhile, despite, therefore etc. | conjunctions to create multiclausal sentences. |
| Simple sentences | 40-60 – Attempts are made to write short sentences in meaningful contexts. ELG – Pupils write simple sentences which can be read by themselves and others. | There is coherency to most of the simple sentences children write. | Pupils' simple sentences are written coherently. | | | Pupils use simple sentences for effect. Pupils use simple sentences for effect. | |
| Varied clause structures - Openers Fronted adverbials - Preposition | | | Pupils are starting to write multiclausal sentences. | | Pupils use a range of sentence structures: openers, fronted adverbials and prepositional phrases. | Pupils growing range of sentence structures now include embedded clauses, including relative clauses. | Pupils use a wide and varied range of sentence structures, varying the position of subordinate clauses and phrases within them. |

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| phrases - Relative clauses - Embedded clauses | | | | | | | |
| Sentence purposes | | Pupils start to use sentences of different forms e.g. statements, commands, questions and exclamations. | Pupils use sentences of different forms e.g. statements, commands, questions and exclamations. | Pupils use sentences of different forms (statements, commands, questions and exclamations) to add variety to their writing and support the purpose. |  | | |
| Degrees of possibility | | | | | | Pupils start to use modal verbs to suggest degrees of possibility e.g. could, may, might, must, should, would, shall | Pupils use modal verbs within their writing to suggest degrees of possibility. |
| Text Level Structure and Cohesion | | | | | | | |
| Paragraphs | | Pupils can sequence some sentences for form short narratives. | Pupils can sequence a growing number of sentences and write in a logical and coherent order | Pupils start to organise their writing into paragraphs, starting to understand the shift of time, place, person or topic. | Pupils structure their writing into well-sequenced paragraphs with a clear focus, understanding shifts of time, place, topic and person. |  | |

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| Cohesion | | | | | | Start to make cohesive links within and between paragraphs e.g. conjunctions, adverbials, pronouns and synonyms. | A range of devices are used to build cohesion (e.g. conjunctions, adverbials, pronouns and synonyms) within and across paragraphs |
| Balance of content | | | | | Pupils integrate description with dialogue e.g. "Where did the beanstalk come from?" asked Jack, scratching his head. | Pupils create a balance between dialogue, action and description. | Integrated dialogue develops characterization and advances the action of narrative writing. |
| Spelling | | | | | | | |
| Phonics | <p>30-50 – Pupils hear and say the initial sounds in words.</p> <p>30-50 – Pupils can segment the sounds in simple words and blend them together.</p> <p>40-60 – Pupils link sounds to letters, naming and sounding</p> | The 40+ phonemes taught are accurately applied to spellings. | Pupils segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others. | Pupils apply their phonological awareness from KS1 to their spellings. | | | |

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| | <p>the letters of the alphabet.</p> <p>ELG – Some words are spelt correctly and others are phonetically plausible.</p> <p>ELG – Children use their growing phonic knowledge to write words in ways which match their spoken sounds.</p> | | | | | | |
| Age related spelling | <p>ELG – Pupils write some irregular common words.</p> | <p>Pupils can name the letters of the alphabet in order.</p> <p>Pupils use letter names to distinguish between alternative spellings of the same sound.</p> <p>Pupils can spell the days of the week.</p> | <p>Spell many common exception words.</p> <p>Pupils spell most common exception words.</p> | <p>Pupils correctly spell some Year 3/4 spelling words.</p> | <p>Pupils correctly spell some Year 3/4 spelling words.</p> | <p>Pupils correctly spell some Year 5/6 spelling words.</p> | <p>Pupils correctly spell some Year 5/6 spelling words.</p> |

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| | | Pupils can spell some common exception words. | | | | | |
| Key Suffixes | | Pupils can use the tense suffixes –ing, -ed, -er and -est when no change is required to the root word. | Pupils add suffixes to spell most words correctly e.g. –ment, -ness, -ful, -ly. | Pupils accurately use of the suffixes –ment, -ness, -ful, -ly and extend to a wider range of suffixes. | | | |
| Silent letters | | | | | | Pupils begin to spell some words with silent letters. | Pupils can spell words that include silent letters. |
| Singular / plural | | Pupils begin to form plurals with the suffixes –s and –es. | Pupils use the common plural suffixes –s and –es. | | Pupils use ves for plurals of f/fe. | Pupils begin to understand how to write irregular and zero plurals. | Pupils understand how to write irregular and zero plurals. |
| Homophones | | | | Pupils use the first two letters of a word to check spelling in a dictionary. | | Pupils are now starting to use the first three letters when checking spelling in a dictionary. | Pupils use the first three letters of a word to check for accurate spelling and the definition of uncommon and ambitious vocabulary in a dictionary. |
| Handwriting | | | | | | | |
| Formation | | Pupils sit at a table, holding a pencil correctly and comfortably. | Capital letters, lower case letters and digits are formed at the correct size, | Pupils handwriting is legible. | | | Pupils maintain legibility in joined handwriting when writing at speed |

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| | | <p>Pupils are beginning to form lowercase letters and digits correctly</p> <p>Pupils form capital letters accurately.</p> | <p>orientation, in relationship to one another and to lowercase letters.</p> | <p>All letters are accurately formed, consistent in size and have the appropriate ascenders and descenders.</p> | | | |
| Joining | | | <p>Pupils use the diagonal and horizontal strokes needed to join some letters.</p> | <p>Pupils are starting to make attempts at joined handwriting, growing to half and most joined throughout the year.</p> | → | | |
| Spacing | | <p>Spaces are left between words.</p> | <p>Pupils use spacing between words that reflects the size of the letters.</p> | <p>Consistent spaces a left between words.</p> | → | | |
| Purposeful Polishing and Evaluation of writing | | | | | | | |
| Proofreading & Evaluating | | <p>Pupils discuss the improvements that could be made to writing</p> | <p>Pupils make simple additions, revisions to their writing and proofread to make corrections.</p> | <p>Pupils begin to proofread their writing for spelling, punctuation and grammar errors.</p> <p>Pupils evaluate writing by beginning to</p> | → | | |
| | | | | | | <p>Pupils accurately proofread their writing and identify spelling, punctuation and grammar errors.</p> <p>Pupils evaluate their writing and others, suggesting changes that</p> | → |

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| | | | | suggest improvements. | | would enhance the effect of the writing on the reader. | |
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