

## Our Progression Ladders for Writing (Age Related Expectations at Year End)

COMPOSITION	EYFS ELG	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>When speaking express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>Compose a sentence orally then independently write simple phrases and clauses in series.</li> <li>Compose sentences and record in order to form a range of text genres linking ideas to a topic/interest/personal experience.</li> <li>Join words and clauses using 'and' appropriately.</li> <li>Make simple connections between ideas and events using phrases e.g. 'last week', 'first', 'next', 'then', 'after that' and 'finally', including those to indicate the start or end of a text e.g. 'Once upon a time', 'A long time ago', 'One day', 'The end' or 'They lived happily ever after'.</li> <li>Show some indication of basic purpose of form in their writing use simple writing frames to support the layout of text.</li> </ul>	<ul style="list-style-type: none"> <li>Write about real events, recording these simply and clearly.</li> <li>Write simple, coherent narratives about personal experiences and those of others (real or fictional) including some variation in sentence openings.</li> <li>Show an awareness of how to write for different purposes</li> <li>Give a simple viewpoint in their writing, when writing to persuade, using some words chosen for effect to promote this viewpoint e.g. <i>it is / was great / fun / healthy / unhealthy</i>.</li> <li>Plan by writing down their ideas, what they are going to write about, key words and any new vocabulary.</li> <li>Can form compound sentences that use co-ordination to join clauses e.g. <i>or / and / but</i>.</li> <li>Can create sentences that use some subordination to join clauses e.g. <i>when / if / that / because</i>.</li> <li>Group ideas into sections and sequence writing through the use of time conjunctions, headings and numbers.</li> <li>Write poetry.</li> <li>Check their writing with the teacher and other pupils.</li> <li>Read aloud what they have written.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally before writing to include conjunctions, subordination, adverbs and prepositions.</li> <li>Use a variety of simple structured and complex sentences for clarity and effect e.g. sentences with more than one clause by using a wider range of conjunctions including: 'when', 'if', 'because' and 'although'.</li> <li>Consider the <b>organisation of sentences</b> e.g. demarcate <b>openings</b> and endings and attempt to organise ideas of <b>related points next to each other</b> that include: <ul style="list-style-type: none"> <li><b>prepositions</b> e.g. <i>before, in;</i></li> <li><b>conjunctions</b> e.g. <i>if, when;</i></li> <li><b>subordination</b> e.g. <i>although, however;</i></li> <li><b>adverbs</b> e.g. <i>then, next.</i></li> </ul> </li> <li>Begin to use paragraphs independently to group related material.</li> <li>Choose appropriate logical links for ideas when writing e.g. <i>to persuade</i>.</li> <li>Use headings, sub-headings and labelled diagrams to structure texts and aid presentation.</li> <li>Write narrative structure to include a simple beginning, middle and end, and some development of setting and characters in one or more of the sections.</li> <li>Write about real events. In non-narrative texts, use simple organisational devices e.g. <i>chronological order with some expanded detail</i>.</li> <li>Draw on their experience of non-fiction texts to produce their own informative writing, using models to support.</li> <li>Discuss, record, plan and draft own writing.</li> <li>Proof read own work and begin making independent edits for improvement.</li> <li>Begin to use an increasing range of poetic techniques e.g. <i>alliteration, onomatopoeia, similes, e.g. acrostic, calligrams, kennings</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally before writing, developing an increasing range of sentence structures.</li> <li>Use a variety of simple, compound and complex sentences for clarity and effect e.g. <i>sentences with more than one clause, by using a wider range of conjunctions and the correct form of punctuation i.e. use of the comma in complex structures</i>.</li> <li>Consider the <b>organisation of sentences</b> e.g. demarcate <b>openings</b> and endings consistently to organise ideas of <b>related points next to each other</b> that include: <ul style="list-style-type: none"> <li><b>prepositions</b> e.g. <i>before, after, in</i></li> <li><b>conjunctions</b> e.g. <i>if, when</i></li> <li><b>subordination</b> e.g. <i>although, however, therefore, because of</i></li> <li><b>adverbs</b> e.g. <i>then, next, during</i>.</li> </ul> </li> <li>Use paragraphs to organise ideas around a theme and whole texts with clear openings and closings for ideas, which are sometimes linked.</li> <li>Organise ideas or material in a logical sequence and create links between paragraphs.</li> <li>Use appropriate headings and sub-headings to structure texts and make information clear and cohesive.</li> <li>Establish a clear purpose throughout a piece of writing, using the main features of a range of genres appropriately, to interest, inform, entertain or engage the reader.</li> <li>Write narrative structure using the main features, including an opening to establish settings and characters, a complication and resulting events, a resolution and/or ending.</li> <li>Discuss, record, plan and draft own writing.</li> <li>Proof read own work and make independent edits for improvement.</li> <li>Use an increasing range of poetic techniques e.g. <i>rhyming couplets, onomatopoeia, similes, metaphors, powerful words and phrases and poetic structures e.g. free verse, soliloquies, song lyrics</i>.</li> <li>Draw on their experience of non-fiction texts to produce their own informative writing incorporating the main features of the genre e.g. <i>explanations and non-chronological reports</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of sentence lengths, structures, subjects and openings to provide clarity, impact and emphasis.</li> <li>Use some features of sentence structure to build up detail or convey shades of meaning i.e. including short phrases for suspense and impact e.g. <i>close, closer, closer still</i>.</li> <li>Use devices to build cohesion between written paragraphs or verses e.g. <i>secure use of pronouns, conjunctions</i>.</li> <li>Link ideas across paragraphs or verses using adverbials of time, place and number, prepositional phrases etc.</li> <li>Use layout devices to structure non-fiction texts e.g. <i>headings, subheadings, columns, bullet points, tables and labelled diagrams</i>.</li> <li>Maintain a clear purpose across a range of writing with all features of chosen form used appropriately to maintain readers' interest.</li> <li>Write narrative structures to include most elements e.g. <i>introduction, build-up, main event, resolution, ending; developing character and settings, including direct/reported speech, using similar writing models to adapt their own ideas</i>.</li> <li>Integrate dialogue in narratives to convey character, advance the action and to help move the story forward.</li> <li>Independently select the appropriate features to include in their non-fiction writing.</li> <li>Maintain a clear viewpoint and make clear choices about how to present writing.</li> <li>Use poetic structures in a range of forms, including narrative and performance poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently construct sentences in a variety of ways to clarify purpose; shape and organise text coherently, and contribute to the overall effect on the reader.</li> <li>Use more features of sentence structure to build up detail or express shades of meaning e.g. <i>relative clauses, expanded noun phrases, repetition of short sentences for suspense, a range of sentence starters</i>.</li> <li>Use a wider range of cohesive devices between and within paragraphs e.g. <i>repetition of a word or phrase, ellipsis (change of time and missing information), conjunctions, adverbials of time and place, pronouns, synonyms</i>.</li> <li>Construction of paragraphs support meaning and purpose of task.</li> <li>Independently select and use the most appropriate layout devices to structure a text effectively and guide the reader.</li> <li>Identify the audience for/purpose of a range of text types, making features clear and establishing an appropriate style.</li> <li>In narratives, describe settings, characters and atmosphere using dialogue effectively to create characters and move action forward.</li> <li>Maintain a clear viewpoint when writing to persuade and, in discussion texts, know how to present a balanced viewpoint or indicate author preference via tone or structure.</li> <li>Competently create précis longer passages.</li> <li>Use poetic techniques in a range of forms.</li> </ul>

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<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Use simple vocabulary appropriate to the purpose of writing <i>e.g. simple scientific words and show evidence of this in context of writing.</i></li> <li>Use some simple descriptive language <i>e.g. colour, size, simple emotion.</i></li> <li>Has begun to use words combined to make sentences in the past / present tense</li> <li>Has begun to use words for the singular and plural.</li> </ul>	<ul style="list-style-type: none"> <li>Make some apt word choices including subject-specific vocabulary</li> <li>Add detail to interest the reader: <ul style="list-style-type: none"> <li>adjectives</li> <li>simple expanded noun phrase including a determiner, two adjectives (with a comma) and noun <i>e.g. The beautiful, red fox.</i></li> <li>adverbs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use generally appropriate vocabulary with words chosen for effect.</li> <li>Use adjectives and noun phrases for effect.</li> <li>Begin to independently choose nouns or simple pronouns and make use of these across sentences to avoid repetition.</li> <li>Choose suitable adverbs to enhance their writing.</li> <li>Use conjunctions, adverbs and prepositions to express time, place and cause <i>e.g. when, before, after, while, so, because, then, next, soon, therefore, during, in, because, of.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use deliberate language choices with some expansion of general vocabulary to match the topic.</li> <li>Progressively use a more varied and rich vocabulary including figurative language.</li> <li>Independently choose nouns or simple pronouns and make use of these across sentences to avoid repetition.</li> <li>Descriptions are elaborated using expanded noun phrases and adverbials.</li> <li>Increasingly accurate use of a range of language that suits the chosen genre.</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary for effect, with a reasonably wide range. Start to make vocabulary choices to reflect shades of meaning <i>e.g. 'cutting edge', 'latest'.</i></li> <li>Use a range of literal and figurative language techniques <i>e.g.</i> <ul style="list-style-type: none"> <li><i>similes</i></li> <li><i>metaphor</i></li> <li><i>expanded noun phrases</i></li> <li><i>adjectives</i></li> <li><i>adverbs</i></li> <li><i>onomatopoeia</i></li> <li><i>alliteration</i></li> <li><i>hyperbole</i></li> <li><i>personification.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Expand vocabulary and use subject-related words appropriately.</li> <li>Explain how words are related by meaning as synonyms and antonyms.</li> <li>Use vocabulary typical of informal and formal, choosing appropriate vocabulary for purpose and audience which is generally varied and often ambitious <i>e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility.</i></li> <li>Use a range of figurative language across various text types.</li> </ul>
<b>GRAMMAR AND PUNCTUATION</b>	<ul style="list-style-type: none"> <li>Independently use capital letters at the start of sentences.</li> <li>Demarcate sentences using full stops at the end of a sentence.</li> <li>Have an awareness of the use of exclamation and question marks.</li> <li>Some accurate use of capital letters used for: <ul style="list-style-type: none"> <li>names of people and places (proper nouns)</li> <li>days of the week</li> <li>the pronoun 'I'.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demarcate most sentences in their writing with: <ul style="list-style-type: none"> <li>capital letters and full stops</li> <li>question marks correctly when required</li> <li>exclamation marks correctly when required</li> <li>commas to separate items in a list.</li> </ul> </li> <li>Independently compose and write sentences using correct grammatical patterns and punctuation for: <ul style="list-style-type: none"> <li>statements</li> <li>questions</li> <li>exclamations</li> <li>commands.</li> </ul> </li> <li>Use present and past tense mostly correctly and consistently: <ul style="list-style-type: none"> <li>simple present <i>e.g. you open</i></li> <li>simple past <i>e.g. you opened</i></li> <li>present progressive <i>e.g. he is opening</i></li> <li>past progressive <i>e.g. he was opening.</i></li> </ul> </li> </ul> <p><b>IMPORTANT: The children do not need to know the terminology 'progressive' but from a teaching perspective, the children need to be taught to write in these tenses correctly.</b></p>	<ul style="list-style-type: none"> <li>Begin to demarcate sentences in their writing with consistent capital letters and full stops including proper nouns, question marks, exclamation marks, commas for lists.</li> <li>Independently compose and write sentences using correct grammatical patterns and punctuation for: <ul style="list-style-type: none"> <li>simple sentences</li> <li>compound sentences</li> <li>complex sentences.</li> </ul> </li> <li>Display some variation in use of tense and verb forms and use the present perfect verb form: <ul style="list-style-type: none"> <li>simple present <i>e.g. you open</i></li> <li>simple past <i>e.g. you opened</i></li> <li>present progressive <i>e.g. he is opening</i></li> <li>past progressive <i>e.g. he was opening</i></li> <li>present perfect instead of past tense <i>e.g. 'He has gone out to play'</i> instead of <i>'he went out to play'</i>.</li> </ul> </li> <li>Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel <i>e.g. a rock, an open box.</i></li> <li>Record direct speech in sentences.</li> <li>Attempt to use inverted commas to indicate direct speech on occasions.</li> </ul>	<ul style="list-style-type: none"> <li>Demarcate sentences in their writing with consistent capital letters and full stops including proper nouns, question marks, exclamation marks, commas for lists.</li> <li>Independently compose and write sentences, varying their use, using correct grammatical patterns and punctuation for: <ul style="list-style-type: none"> <li>simple sentences</li> <li>compound sentences</li> <li>complex sentences - accurate use of the comma knowing when to use it.</li> </ul> </li> <li>Display variation in use of tense and verb forms and use the present and past perfect verb form: <ul style="list-style-type: none"> <li>simple present <i>e.g. you open</i></li> <li>simple past <i>e.g. you opened</i></li> <li>present progressive <i>e.g. he is opening</i></li> <li>past progressive <i>e.g. he was opening</i></li> <li>present perfect instead of past tense <i>e.g. 'He has gone out to play'</i> instead of <i>'he went out to play'</i>.</li> </ul> </li> <li>Competently expand noun phrases by adding modifying adjectives, nouns and prepositional phrases <i>e.g. 'the doctor is sat at his desk', is expanded to, 'the friendly, attentive doctor with copper-coloured hair sat behind his desk'.</i></li> <li>Use inverted commas accurately to demarcate direct speech, dialogue and other punctuation <i>e.g. comma after the reporting clause, 'The conductor shouted,' and end with punctuation e.g. "...Sit down!".</i></li> <li>Use fronted adverbials placing a comma after it <i>e.g. After waiting some time, the waiter arrived at the table.</i></li> <li>Begin to apply Standard or non-standard English when writing dialogue.</li> <li>Use independently, Standard English forms for verb inflections instead of local spoken forms <i>e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'.</i></li> </ul>	<ul style="list-style-type: none"> <li>Punctuate sentences accurately with capital letters, full stops, question marks, exclamation marks, inverted commas and apostrophes.</li> <li>Independently use relative clauses beginning with: who, which, where, when, whose and that, or with an implied (omitted) relative pronoun.</li> <li>Indicate degrees of possibility using: <ul style="list-style-type: none"> <li><b>adverbs</b> <i>e.g. perhaps and surely</i></li> <li><b>modal verbs</b> <i>e.g. might, should, will and must.</i></li> </ul> </li> <li>Use modifiers to provide emphasis <i>e.g. astonishing news becomes truly amazing news.</i></li> <li>Use a range of punctuation to indicate parenthesis: <ul style="list-style-type: none"> <li>brackets</li> <li>commas</li> <li>dashes.</li> </ul> </li> <li>Use commas deliberately to clarify meaning and avoid ambiguity within sentences.</li> <li>Use a hyphen to join a prefix to a word when appropriate. <i>e.g. anti-clockwise.</i></li> <li>Apply Standard or non-standard English to a wide range of texts, making appropriate choices.</li> <li>Apply formal and informal language choices appropriate to the text.</li> </ul>	<ul style="list-style-type: none"> <li>Punctuate sentences accurately, consistently and independently using what has been taught across KS2.</li> <li>Use the active and passive verb form to affect the presentation of information in a sentence <i>e.g. the boy opened the window (active) the window was opened by the boy (passive).</i></li> <li>Use the subjunctive verb forms in some very formal writing and speech.</li> <li>Use verb tenses consistently and correctly throughout writing sometimes varying in one piece <i>e.g. simple and progressive in a recount.</i></li> <li>Use commas deliberately to clarify meaning and avoid ambiguity within sentences and separate clauses accurately.</li> <li>Use a colon to introduce a list and use semi-colons within expanded lists to separate items; sometimes using them to mark the boundary between independent clauses.</li> <li>Use a hyphen for compound words, prefixes and know how to use it to avoid ambiguity.</li> <li>Use a dash for effect <i>e.g. interruption in direct speech i.e. "I didn't d-" "Oh, be quiet! I don't believe you!" ; at the end of full sentence i.e. The sorcerer was furious – more than ever!.</i></li> <li>Punctuate bullet points to list information.</li> <li>Apply Standard or non-standard English to all text types.</li> <li>Apply formal and informal language choices appropriate to the text.</li> </ul>

TRANSCRIPTION: SPELLING	<ul style="list-style-type: none"> <li>• Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. (EP)</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Name the letters of the alphabet in order.</li> <li>• Use letter names to distinguish between alternative spellings of the same sound.</li> <li>• Accurately spell the days of the week and common decodable words.</li> <li>• Apply the simple spelling rules and guidance for Year 1 (<i>English appendix 1 from the statutory guidelines</i>)</li> <li>• Accurately spell words containing each of the 40+ phonemes and provide phonetically plausible attempts evidenced in independent writing.</li> <li>• Accurately spell many common exception words and high frequency words evidenced in independent writing.</li> <li>• Identify the effect of suffixes 's' and 'es' and apply the spelling rule e.g. <i>plurals for nouns and third person singular marker for verbs.</i></li> <li>• Add the prefix <b>un-</b> to root words and can explain why.</li> <li>• Add and use the suffixes <b>-ing, -ed, -er</b> e.g. <i>helping, helped and helper</i> and <b>-er</b> and <b>-est</b> to adjectives e.g. <i>quicker/quickest.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li> <li>• Spell many common exception words from the Year 2 list.</li> <li>• Use any known prefixes confidently to assist spelling e.g. <i>happy/unhappy; like/dislike; tidy/untidy.</i></li> <li>• Add <b>-s</b> to words ending in a vowel plus <b>-y</b>, including <b>-ey, -oy, -ay, -uy</b> e.g. <i>donkeys.</i></li> <li>• Add <b>-ed, -ing, -er</b> and <b>-est</b> to a root word ending in <b>-y</b> with a consonant before it e.g. <i>copy/copied/copying; happy/happier/happiest</i></li> <li>• Add <b>-ing, -ed, -er, -est</b> and <b>-y</b> to words ending in <b>-e</b> with a consonant before it e.g. <i>hike/hiked; nice/nicer; shine/shiny.</i></li> <li>• Use irregular plural noun suffixes e.g. <i>baby, babies; knife, knives; foot, feet; mouse, mice; tooth, teeth.</i></li> <li>• Add <b>-es</b> to words ending in <b>-y</b> by changing the <b>y</b> to <b>i</b> before adding <b>-es</b> e.g. <i>carry become carries.</i></li> <li>• Spell words for which one or more spellings are already known including a few homophones e.g. <i>there, their, they're.</i></li> <li>• Can spell more words with the contracted forms e.g. <i>couldn't, can't, it's.</i></li> <li>• Awareness and some use of the singular possessive apostrophe e.g. <i>the girl's book.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Apply alternative spelling patterns for a growing range of complex words and select with increasing accuracy.</li> <li>• Recognise the term 'prefix' and form nouns using a range of prefixes, such as: <b>'inter', 'sub-', 'super-', 'anti-'</b>; and <b>'auto-'</b> (e.g. <i>submarine, supermarket, anticlockwise, autograph</i>); <b>dis, in, mis, ir, il, im, re.</b></li> <li>• Use further suffixes (e.g. <b>-ation, tion, sion, cian, ssion</b>), adding to verbs to form nouns (e.g. <i>information, admiration</i>) and adding <b>-ly, -ily</b> or <b>-ally</b> to an adjective to form an adverb, usually applying the associated spelling rule.</li> <li>• Spell an extended range of words with contracted forms, remembering that the apostrophe replaces the missing letter/s (<i>omission</i>).</li> <li>• Place the possessive apostrophe accurately in words with regular plurals e.g. <i>girls', boys' pupils' and with irregular plurals e.g. children's.</i></li> <li>• Spell further homophones and near homophones e.g. <i>meat/meet, fair/fare, knot/not and here/hear.</i></li> <li>• Apply rules and guidance for Y3 (<i>see English, Appendix 1</i>) <b>'ph', 'wh'</b>, change <b>'y'</b> to <b>'i'</b> and <b>'ies', 'ou'</b> for short u, <b>'ch'</b> for k sound; endings- <b>'al', 'sure', 'ture', 'ous'</b>.</li> <li>• Show examples from the Year 3 Statutory word list (<i>see English, Appendix 1</i>) in each piece of extended writing.</li> <li>• Use the first letter of a word to check its spelling in a simple dictionary.</li> <li>• Beginning to notice errors in words that are often misspelt.</li> </ul>	<ul style="list-style-type: none"> <li>• Use apostrophes to mark plural possession e.g. <i>the girl's name, the girls' names.</i></li> <li>• Place apostrophes in words with regular plurals (e.g. <i>girls' and boys'</i>) and in words with irregular plurals (e.g. <i>children's</i>).</li> <li>• Apply rules and guidance for Y4 (<i>see English Appendix 1</i>): <b>'que'</b> for hard c; <b>'sc'</b> for s, <b>'ei', 'eigh'</b> and <b>'ey'</b> for ay, <b>'ch'</b> for sh, <b>'gue'</b> for g,</li> <li>• Discriminate between a stressed/unstressed syllable when adding a suffix which begins with a vowel letter (<i>see English, Appendix 1</i>).</li> <li>• Use further prefixes (e.g. <b>dis-, mis-, re-, in-, im- and il-</b>) in a growing range of words.</li> <li>• Use further suffixes (e.g. <b>-ous, ly, ssion, ation, tion</b>) knowing the associated rule for changing root words.</li> <li>• Spell further homophones and near homophones e.g. <i>accept/except, missed/mist, weather/whether, affect/effect, whose/who's and scene/seen.</i></li> <li>• Apply words from the Year 3/4 Statutory word list in every extended piece of writing.</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Use a dictionary to collect word lists for known prefixes and suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>• Segment more complex words with increasing accuracy, and apply spelling rules from Year 5/6: <b>'ce', 'cei', 'se', 'ough'.</b></li> <li>• Apply in writing across a range of texts, words from the Year 5/6 Statutory word list (<i>see English, Appendix 1</i>) in every extended piece of writing.</li> <li>• Show awareness that morphology and the history of words, and relationships between them, can assist spelling.</li> <li>• Write/apply in context, words with further prefixes e.g. <b>dis-, over-, de-, mis-</b> and <b>re-</b>.</li> <li>• Words with endings spelt <b>-ant, -ancy, -ance, -ent, -ence, -cious, -tious, -tial</b> and <b>-cial.</b></li> <li>• Use further suffixes (e.g. <b>-able, -ceable, -ible, -ably, -ibly</b>), applying knowledge of root word endings.</li> <li>• Add suffixes beginning with vowel letters to words ending in <b>-fer</b>, recognising when the <b>r</b> should be doubled.</li> <li>• Accurately spell words with silent letters.</li> <li>• Use a hyphen to join a prefix to a word.</li> <li>• Use a thesaurus.</li> <li>• Write and spell homophones and other words that are often confused consistently.</li> <li>• Use apostrophes for possession and omission accurately for all singular and plural uses.</li> </ul>	<ul style="list-style-type: none"> <li>• Segment more complex words with increasing accuracy, and apply spelling rules from Year 5/6 (<i>see English, Appendix 1</i>). <b>See Year 5.</b></li> <li>• Apply in writing across a range of texts, words from the Year 5/6 Statutory word list in <b>every</b> extended piece of writing (<i>see English, Appendix 1</i>).</li> <li>• Apply their knowledge of syllables, morphology, etymology and the relationship between words in spelling.</li> <li>• Apply all knowledge of prefixes readily. <b>See all previous years.</b></li> <li>• Use further suffixes, applying knowledge of root word endings. <b>See all previous years.</b></li> <li>• Recall and write an extended range of homophones and distinguish between homophones and other words which are often confused.</li> <li>• Use a thesaurus to enhance word choice accurately.</li> <li>• Use apostrophes accurately.</li> </ul>
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## Our Progression Ladders for Writing (Age Related Expectations at Year End)

<b>TRANSCRIPTION: HANDWRITING</b>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>Lower-case letters are formed in the correct direction, starting and ending in the right place in conjunction with the school's own handwriting policy.</li> <li>Leave appropriate spaces between words.</li> <li>Can form capital letters correctly.</li> <li>Can form the digits 0-9.</li> <li>Understands which letters belong to same handwriting 'families'.</li> <li>Write from memory simple sentences dictated by the teaching to include common exception words, GPC words and punctuation from Year 1.</li> </ul>	<ul style="list-style-type: none"> <li>All letters are formed correctly in line with the school's own handwriting policy.</li> <li>Ascenders and descenders are correctly orientated.</li> <li>Form capital letters and digits of the correct size.</li> <li>Orienteate and understand the relationships between capital letters and lower-case letters.</li> <li>If joining, understands when best not to join letters that are adjacent to one another.</li> <li>Use spacing between words that reflects the size of the letters.</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the ability to join handwriting.</li> <li>Use the diagonal and horizontal strokes that are needed to join letters.</li> <li>Understand which letters, when adjacent to one another, are best left un-joined.</li> <li>Increase the legibility, consistency and quality of their handwriting.</li> <li>Downstrokes of letters are parallel and equidistant.</li> <li>Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught in Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the ability to join handwriting using the diagonal and horizontal strokes that are needed to join letters.</li> <li>Understand which letters, when adjacent to one another, are best left un-joined.</li> <li>Increase the legibility, consistency and quality of their handwriting.</li> <li>Downstrokes of letters are parallel and equidistant.</li> <li>Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught in Year 4 paying attention to accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed.</li> <li>Joined writing is legible.</li> <li>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>Begin to choose the writing implement that is best suited for a task.</li> <li>Write more complex sentences and sequences of sentences, dictated by the teacher using words and punctuation taught in Year 5.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed.</li> <li>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>Choose the writing implement that is best suited for a task.</li> <li>Write dictated passages, fluently and correctly that contains the expectations of Year 6 punctuation.</li> </ul>
<b>Terminology to be taught, known and used by the children when writing.</b>							
<b>TERMINOLOGY</b>		<ul style="list-style-type: none"> <li>Use the terms:               <ul style="list-style-type: none"> <li>letter</li> <li>capital letter</li> <li>word</li> <li>sentence</li> <li>full stop</li> <li>question mark</li> <li>exclamation mark</li> <li>punctuation</li> <li>singular and plural.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the terms:               <ul style="list-style-type: none"> <li>noun</li> <li>noun phrase</li> <li>statement</li> <li>question</li> <li>exclamation</li> <li>command</li> <li>compound</li> <li>adjective</li> <li>verb</li> <li>suffix</li> <li>adverb</li> <li>tense (<i>past and present</i>).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the terms:               <ul style="list-style-type: none"> <li>adverb</li> <li>preposition</li> <li>conjunction</li> <li>word family / class</li> <li>determiner</li> <li>prefix</li> <li>suffix</li> <li>clause</li> <li>subordinate clause</li> <li>direct speech</li> <li>consonant</li> <li>consonant letter</li> <li>vowel</li> <li>vowel letter</li> <li>inverted commas (<i>or speech marks</i>).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the terms:               <ul style="list-style-type: none"> <li>determiner</li> <li>pronoun</li> <li>possessive pronoun</li> <li>fronted adverbial and adverbial</li> <li>reported clause</li> <li>expanded noun phrase</li> <li>past perfect</li> <li>present perfect.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the terms:               <ul style="list-style-type: none"> <li>modal verb</li> <li>modifier</li> <li>relative pronoun</li> <li>relative clause</li> <li>parenthesis</li> <li>bracket</li> <li>dash</li> <li>cohesion</li> <li>hyphen</li> <li>ambiguity</li> <li>simple / perfect / progressive tense.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use the terms:               <ul style="list-style-type: none"> <li>subject</li> <li>object</li> <li>active</li> <li>passive</li> <li>subjunctive</li> <li>synonym</li> <li>antonym</li> <li>ellipsis</li> <li>hyphen</li> <li>colon</li> <li>semi-colon</li> <li>bullet point.</li> </ul> </li> </ul>