

The Priory Catholic Voluntary Academy Writing Progression Ladders

EYFS Writing Progression Ladders

	Baseline Nursery (dev matters)	Autumn Reception	Spring Reception	Summer - ELG
	Writing achieved after discussion with the teacher and peers using a range of contexts and text types with a focus on story, retell and recount of real experiences.			
Composition Grammar & Punctuation Criteria Overview	Write marks and gives meaning to them.	Write a label and maybe write a simple phrase that can be read by themselves or others. Use phonic knowledge to spell. Say/Write	Write a simple phrase that can be read by themselves or others. Use phonic knowledge to spell. Say/Write	Write a sentence that can be read by themselves or others. Use phonic knowledge to spell. Say/Write
Writing MET	<p>Main context for writing: Personal retell/recount.</p> <p>I can use some print and letter knowledge for writing. I can write some or all of my name. I can write some letters accurately.</p>	<p>Main context for writing: retell/recount.</p> <p>Autumn I can form lower case and capital letters correctly. I can spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Main context for writing: retell/recount.</p> <p>Spring I can form lower case and capital letters correctly. I can spell words by identifying the sounds and then writing the sound with letter/s I can write short sentences with words with known letter sound correspondences. I can use capital letters and full stops in my sentences. I can reread what they have written to check that it makes sense.</p>	<p>Main context for writing: retell/recount</p> <p>Summer ELGs: I can write recognisable letters, most of which are correctly formed. I can spell words by identifying sounds in them and representing sounds with a letter or letters. I can write simple phrases and sentences that can be read by others.</p>
Writing EMBEDDED				I can re-read what I have written to check it makes sense
Spelling		Phase 2 SET 1: s a t p SET 2: i n m d	Phase 3 ear,air,ure,er ar,or,ur,ow,oi	Consonant clusters e.g. bl cr str Phase 4 tricky words

		SET 3: g o c k SET 4: ck e u r SET 5: h b f ff l ll ss Phase 2 tricky words	ai ee igh,oa,oo Consonant digraphs sh ch th (ng) y z zz qu j v w x phase 2 and 3 tricky word	EYFS high frequency words
Phonics	Phase 1	Phase 2	Phase 3	Emerging phase 4
Handwriting:	Tripod grasp	Correct sitting and pencil grip with most letters correctly formed. Able to form upper case and lower case		
Scaffolding Ideas		Picture prompts for narrative, word mats – topic and HFW, sound mats phases 2,	Picture prompts for narrative, word mats- topic and HFW, sound mats phase 2 and 3.	Picture prompts for narrative, word mats- topic and HFW, sound mats phase 3 and 4.
Key Vocabulary		Letter Word Caption Finger space	Letter Capital letter Finger space Word Sentence Full stop	Letter Capital letter Finger space Word Sentence Full stop

If pupils have achieved most of the green criteria for that term they are considered a ‘**Met**’ pupil, they have achieved the National Standard for that term.

Year 1 Writing Progression Ladders (**Bold numbers indicate TAFS**)

	W1.1	Autumn 1.1	Spring 1.2	Summer 1.3
	Writing achieved after discussion with the teacher and peers using a range of contexts and text types with a focus on story, retell and recount of real experiences.			
Composition Grammar & Punctuation Criteria Overview	Write a sentence that can be read by themselves or others. Use phonic knowledge to spell. Say/Write	Write up to 3 sentences Finger spaces CL . Adjective to describe a noun Think/Say/Write	Use ‘and’ to join sentences Sequence up to 6 simple sentences CL . ? Say/Write/Read	Use a conjunction Write a paragraph of at least 6 sequenced sentences to form a short narrative. CL . ? ! Say/Write/Read
Writing MET	Main context for writing: Personal retell/recount. I can write my name and other things such as labels and captions.	Main context for writing: retell/recount. Autumn 1 I can say out loud what I am going to write about. I can compose a sentence orally before writing it.	Main context for writing: retell/recount. Spring 1 I know that and can add an additional piece of information to a simple sentence. I can write 3 simple sentences including a sentence with and .	Main context for writing: retell/recount/report Summer 1 I can write a short narrative, a paragraph of sentences in sequence, independently, correctly punctuated (CL . ?) using ‘and’. (1, 2)

	<p>I can write short sentences or phrases in meaningful contexts. I can use some simple key features of narrative in my own writing.</p> <p>ELGs: I can write sentences that can be read by myself and others. I can use my phonic knowledge to write words in ways which match to spoken sounds. I can write some irregular common words. I can spell some words correctly and others are phonetically plausible.</p>	<p>I know that a simple sentence contains one piece of information. I can write a sentence (that can be read by others) independently with a capital letter at the start, full stop at the end and finger spaces.(7) I can use a capital letter for the personal pronoun 'I'.</p> <p>Autumn 2 I can use a capital letter for a person's name. I can compose 3 sentences orally and write 3 simple sentences independently (that can be read by others) each with a full stop, capital letter and finger spaces. I can use a simple adjective to describe a noun (e.g. enormous beard, red squirrel). I can spell some Y1 common words and use my phonics to spell (see below). My letters are formed correctly and are usually the correct shape. I can discuss what I have written with my teacher.</p>	<p>I use a capital letter for the names of places. I can use a personal pronoun (his/her/their/my etc.). I can use a speech bubble to record what a character is saying.</p> <p>Spring 2 I can write a short narrative of 6 simple sentences, with at least 2 of those sentences using 'and', correctly punctuated (CL .) with a question mark if appropriate. (1, 2) I use capital letters for the days of the week. I can re-read what I have written to check it makes sense (Think, say, write, read). I can spell many Y1 common words and use my phonics to spell (see below).(3,4) My letters are formed correctly and are usually the correct shape and size.(5, 6) I can read aloud my writing clearly to be heard by the teacher.</p>	<p>I can identify where an exclamation mark could be used. I can use the conjunctions: and, but, because. I can use repetition for rhythm (e.g. He walked and he walked and he walked.) I can re-read what I have written to check it makes sense. I can discuss what I have written with other pupils.</p> <p>Summer 2 I can write sentences with an exclamation mark. I can use the conjunctions: and, but, because, so. I can write compound sentences (e.g. The children played on the swings and slid down the slide.) I can use singular and plural words correctly. I can read aloud my work clearly to be heard by my peers. I can spell most Y1 common words and use my phonics to spell (see below).(3,4) My letters are formed correctly and are usually the correct shape and size and I can write capital letters correctly. (5,6)</p>
Writing EMBEDDED				<p>I can re-read what I have written to check it makes sense and make some simple alterations to my writing.</p>
Spelling	<p>Phase 3 ear,air,ure,er ar,or,ur,ow,oi ai ee igh,oa,oo</p> <p>Consonant digraphs sh ch th (ng) y z zz qu j v w x</p> <p>Phase 2 SET 1: s a t p</p>	<p>Revision of all letters of the alphabet and the sounds they commonly represent. Revision of consonant digraphs and the sounds they represent (taught in Reception). ff,ll,ss,zz,ck nk ai/oi in the middle of the word ay/oy at the end of the word ar ee/ea (cheek/leaf)/ y er /ir/ ur oo</p>	<p>ph/wh a-e, e-e, i-e, o-e, u-e (oo and yoo as in June and tube) ea – as in the word head oe ie/y aw/au tch (usually spelt tch if it comes after a single vowel letter e.g. catch, fetch, kitchen). Words ending in ve (English words rarely end with 'v' so we usually add 've' e.g. have, live, give).</p>	<p>Division of words into syllables</p> <p>Adding s, es to words to make them plural (nouns and verbs)</p> <p>Adding the endings ed, ing, er to verbs when no change is needed to the root word (e.g. hunt, hunted, hunting, hunter)</p> <p>Adding er and est to adjectives, when no change is needed to the root word (e.g. grander, grandest, fresher, and freshest).</p>

	SET 2: i n m d SET 3: g o c k SET 4: ck e u r SET 5: h b f ff l ll ss Phase 2 & 3 tricky words	oa igh or air, ear,are Consonant clusters e.g. bl cr str Phase 4 tricky words Some Year 1 common exception words. Division of words into syllables	Phase 5 tricky words Able to spell many Year 1 common exception words.	Prefix un Compound words Most Year 1 common exception words.
Phonics	Phase 2 & 3	Emerging Phase 4 Met Phase 5a	Emerging Phase 5a Met Phase 5b/c	Met Phase 5c and 6
Handwriting:	Correct sitting and pencil grip.	Met: Sit correctly at the table, hold pencil comfortably and correctly – pinch, lift, shift. Form lower case letters in the correct direction, starting and finishing in the correct place.(5) Form lower case letters of the correct size relative to one another in some of their writing.(6) Uses spacing between words (7) Form capital letters and digits 0-9 correctly.		
Scaffolding Ideas		Picture prompts for narrative, word mats – topic and HFW, sound mats phases 3 – 5, punctuation reminders	And ? cards examples of simple sentences examples of ‘and’ sentences examples of questions	Conjunction cards: and, but, because, so
Key Vocabulary		Letter Capital letter Finger space Word Sentence Full stop	Conjunction (and) Question Mark	Exclamation Singular/Plural Paragraph

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Year 2 Writing Progression Ladders (Bold numbers indicate TAFS)

	Autumn 2.1	Spring 2.2	Summer 2.3
	Writing achieved after discussion with the teacher and peers using a wider range of contexts and text types with a focus on story, retell and recount of real experiences. Year 2 pupils are to write for a range of purposes and draw on their reading to inform the vocabulary and grammar of their writing. Emphasis on composition, additions, revision and proof-reading.		
Composition Grammar & Punctuation Criteria Overview	Coherent narratives about personal experiences and stories. CL . ? ! Commas in a list of 3 Coordinating conjunctions (and/or/but/so) Subordinating Conjunction (because) Adjectives Adverbs for information	Coherent narratives about personal experiences, stories and real events. CL . ? !, Commas in a list of 3 for description Subordinating Conjunctions (because/when/if/that) Subordinate clause Expanded Noun phrase Adverbs for description to make writing more interesting Sentences with different forms: Questions	Writing for different purposes, evaluating and improving writing. CL . ? !, Progressive form of the verb Suffixes Vary Sentence length Apostrophes – omission and possession Consistent tense

	<p>Past/present tense Paragraph of writing Sentences with different forms: Statements/ Commands</p>		<p>Sentences with different forms: Exclamations</p>
<p>Writing MET</p>	<p>Main context for writing: stories/retell/recount/report/poetry</p> <p>I can write narratives about personal experience.(8)</p> <p>I can plan or say out loud what I am going to write before I begin.</p> <p>I can orally rehearse sequences of sentences.</p> <p>I can begin to evaluate my own writing with friends and with an adult.</p> <p>I can re-read to check that my writing makes sense and verbs are used correctly.</p> <p>I can begin to proof read to check for some spelling and punctuation errors</p> <p>I can write a paragraph of sentences about a topic correctly punctuated (CL . ? !) using conjunctions.(10)</p> <p>I can use coordination – and but or – in sentences. (12)</p> <p>I can use some subordination – because – in sentences. (12)</p> <p>I can use commas to separate items in a simple list of 3.</p> <p>I can mostly write in the present and past tense. (11)</p> <p>I can use an adverb for information (e.g. Lift the pot carefully onto the tray).</p> <p>I can use my phonics to spell, I can spell some Y2 common words (13,14) and words with suffixes –ed, -ing, -er, -est (see below).</p> <p>I can write capital and lower case letters of the correct size and shape using spacing between words.(5)</p> <p>I can use some adjectives to make my writing more interesting.</p>	<p>Main context for writing: stories/retell/recount/report/poetry</p> <p>I can write simple, coherent narratives about personal experience and those of others, both real and fictional. (8)</p> <p>I can write about real events, recording these simply and clearly. (9)</p> <p>I can proof read to check for some spelling, grammar and punctuation errors.</p> <p>I can evaluate my own writing with friends and with an adult.</p> <p>I can write 2 paragraphs of sentences about a topic, most correctly punctuated (CL . , ? !) using conjunctions.(10,12)</p> <p>I understand the role of the subordinating clause/conjunction.(12)</p> <p>I can use subordinating conjunctions – when because if that – to add a subordinate clause.(12)</p> <p>I can use commas to separate items in a list of 3 for description (e.g. He wore old shoes, a dark cloak and a red hat.).</p> <p>I can use commas after a subordinate clause in sentences.(19)</p> <p>I can use suitable adjectives and adverbs to make my writing more interesting.</p> <p>I can use suitable adverbs for description (e.g. Snow fell gently and covered the cottage in the wood).</p> <p>I can use expanded noun phrases to describe.</p> <p>I can use singular and plural words correctly.</p> <p>I can write a paragraph consistently in the present or the past tense.(11)</p> <p>I can use my phonics to spell, I can spell many year 2 common words (13, 14) and words with suffixes –ed, -ing, -er, -est (see below).</p> <p>I can write capital and lower case letters of the correct size and shape using spacing between words that reflects the size of the letters (15, 16)</p> <p>I can use some diagonal and horizontal joins.</p>	<p>Main context for writing: stories/retell/recount/report/poetry.</p> <p>I can write coherent narratives about personal experience and those of others, both fictional and real events.(8, 9)</p> <p>I can use short sentences for emphasis.</p> <p>I can use long sentences (for description).</p> <p>I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.(17)</p> <p>I can plan and discuss the content of writing and record ideas.</p> <p>I can make simple additions, revisions and proof-read to make corrections to my writing (18)</p> <p>I can read my writing to check for spelling, grammar and punctuation errors and make improvements.</p> <p>I can read aloud what I have written with appropriate intonation to make the meaning clear.</p> <p>I can evaluate my own writing independently, with friends and with an adult.</p> <p>I can write 2 - 3 paragraphs of sentences about a topic correctly punctuated (CL . , ? !) using conjunctions for coordination and subordination.(12, 19)</p> <p>I can identify and use apostrophes for omission and possession, using the singular.(19)</p> <p>I can use a range of suitable adjectives and adverbs to make my writing more interesting.</p> <p>I can start a sentence with an adverb.</p> <p>I can use expanded noun phrases to describe and specify.</p> <p>I can write consistently in the past or present tense.(11)</p> <p>I can spell most Year 2 common words, words with prefixes and suffixes, compound words and words with silent letters (see below).(20, 21)</p> <p>I can use diagonal and horizontal strokes need to join some letters. (22)</p>
<p>Writing EMBEDDED</p>	<p>I can identify, write and explain the function of a statement and a question.</p> <p>I can plan and discuss the content of writing.</p> <p>I can write in the present and past tense, changing a sentence from one to the other.</p> <p>I can identify and use verbs and nouns in sentences.</p>	<p>I can identify, write and explain the function of an exclamation sentence (beginning with what/how).</p> <p>I can plan and discuss the content of writing and can record some ideas.</p> <p>I can explore the movement of the subordinating conjunction a sentence.</p> <p>I can use some different sentence openers.</p>	<p>I am beginning to write in paragraphs and my writing is organised with a clear beginning, middle and end.</p> <p>I can identify, write and explain the function of a command sentence. I can change a sentence from a question/exclamation to a command.</p> <p>I can explore the movement of the subordinating conjunction a sentence.</p> <p>I can use a range of different sentence openers (time and description).</p>
<p>Spelling</p>	<p>Recap: ow/ou, ar, i/oy, ear/air/are, er/ir/ur, wh/ph, or/au/aw, ear, ure, tch/ch.</p>	<p>Recap compound words and syllables</p> <p>Recap I at the end of words</p>	<p>tion/sion</p>

	<p>Children can choose the correct long vowel spellings and know the rules for best guess.</p> <p>Children add the suffixes ed and ing to make verbs past/present tense and know rules to chop off the e and double the last letter before the suffix.</p> <p>Children know the 'l' sound at the end of words is most commonly le (can be el, al, il).</p> <p>Children can spell some Year 2 common exception words.</p> <p>Write from memory simple sentences dictated by the teacher, including words using the GPCs, common exception words and punctuation taught so far.</p>	<p>wr – write, wrong gn/kn – gnome/knight dge – soft g or sound before l/ll spelt a – walk soft c 'o' sound in was was watch spelt a Less common: er sound in worm, work or sound in war, warm, ai sound in break, great. Children can add suffixes to root words applying the rules (e.g. dropping the e, doubling last letter, changing y to an i or simply adding the suffix) Children can add suffixes s, es, ies to make plurals Children can add suffix y to create an adjective. Children can add suffixes ful and less Children can spell contractions using the apostrophe. Children can spell most Year 2 common exception words.</p>	<p>Children can add er & est suffixes to root words applying the rules (e.g. dropping the e, doubling last letter, changing y to an i or simply adding the suffix) Children know you add suffixes beginning with consonants straight onto the root word e.g ful, less, ness, ment (except words ending in y e.g beautiful)</p> <p>Children can use alphabetical order to find tricky words in a junior dictionary.</p> <p>Children can add the prefixes un/dis and know how it changes the meaning of the root word.</p> <p>Children can use the apostrophe when spelling words to show possession.</p>
Tricky Words:	<p>Was, you, they, are, said, have, like, some, come, when, there/they're/their Who/what/where/when/why Because, Mr Mrs people, children, looked, could, should, would.</p>	<p>Everyone, everything, everywhere Something, somehow Every, very, water, want School, only, many, through, threw there/they're/their too/to/two, thought/bought schwa – narrator, actor, doctor house, horse, friend, please</p>	<p>Really, nearly, different, eyes, any, many, anything, other, mother, brother, we're, they're/there/their, didn't, couldn't, who, whole, quite/quiet, parent/grandparent, usual/sugar/sure laughed</p>
Phonics	Met Phase 5 & Phase 6	Emerging Phase 5 Met Extended Phase 6	Emerging Phase 5 Met Extended Phase 6
Handwriting:	<p>Met: Can form Capital and lower case letters (and number digits) of the correct size relative to one another. Can begin to use some diagonal and horizontal strokes to join letters. Can recognise letters best left unjoined. Can use spacing between words that reflects the size of the writing.</p>		
Key Vocabulary	Verb Noun Statement Question Coordination Conjunction	Adjective & Adverb Exclamation Expanded noun phrase Subordination	Adjective & Adverb Command Progressive Verb Apostrophe Possession

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Year 3 Writing Progression Ladders

	Autumn 3.1	Spring 3.2	Summer 3.3
Composition Grammar & Punctuation Criteria	<p>Use a range of conjunctions (coordinating and subordinating)</p> <p>3 Paragraphs</p> <p>Comma and apostrophe</p> <p>Subordinate clause</p>	<p>Adverbs (to open a sentence and within a sentence)</p> <p>Precise paragraphs</p> <p>Comma, Apostrophe, Quotation Marks</p> <p>Inverted Commas and other Direct Speech punctuation</p>	<p>Prepositions</p> <p>Paragraphs to organise text (headings/sub-headings)</p> <p>Comma, Apostrophe, Quotation Marks</p> <p>Range of sentence structures</p>
Writing MET	<p>I can discuss and record my planning ideas.</p> <p>I can write a narrative with a clear structure, using three paragraphs to show a clear beginning, middle and end. (2)</p> <p>I can use a range of sentences in my writing, including a long sentence for description or a short sentence for impact.</p> <p>I can write a compound sentence using a coordinating conjunction (and, or, but, so, for, nor yet).</p> <p>I can write a sentence with a subordinate clause, by using a range of subordinating conjunctions (if, when, because, although)</p> <p>I can use a sentence of 3 for description (e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.)</p> <p>I can express time, place and cause using conjunctions.</p>	<p>I can discuss models of writing, noting structure, grammatical features and use of vocabulary (narrative and non-narrative).</p> <p>I can express setting, character and plot in narratives. (3)</p> <p>I can express time, place and cause using adverbs.</p> <p>I can use an adverb to start a sentence (e.g. Carefully, she crawled along the floor of the cave).</p> <p>I understand how to group ideas for a paragraph. (2)</p> <p>I am starting to think about how to start and end a paragraph. (2)</p> <p>I can use a prefix.</p> <p>I can write a sentence with more than one clause by using a range of subordinating conjunctions (including when, if, because, although).</p>	<p>I can discuss models of writing, noting structure, grammatical features and use of vocabulary (narrative and non-narrative).</p> <p>I can write non-narrative using simple organisational devices such as headings and subheadings. (4)</p> <p>I can use paragraphs to organise my ideas around a theme, using headings and sub-headings. (2)</p> <p>I link my heading and sub-heading to an appropriate opening line/sentence. (4)</p> <p>I can use 5 paragraphs to organise my ideas into each story part.</p> <p>I can use commas within clauses.</p> <p>I can compose sentences using a wider range of structures (including simple coordinating and complex)</p> <p>I can express time, place and cause using prepositions.</p> <p>I can use apostrophes for possession and with plurals.</p>

	<p>I can use commas accurately for a list. (5)</p> <p>I can use commas within clauses e.g. after a subordinate. Although it was raining, we went to the park.)</p> <p>I use an apostrophe accurately in a contractions. (5)</p> <p>I use an apostrophe accurately for singular possession. (5)</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation.</p>	<p>I can use a/an according to whether the next word begins with a vowel.</p> <p>I can use apostrophes for possession and with plurals. I can mostly use inverted commas to punctuate direct speech in narrative.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation. I can suggest improvements to my own writing.</p> <p>I can read aloud parts of my own writing to a group, using appropriate intonation and controlling the tone and volume so meaning is clear.</p>	<p>I can use inverted commas to accurately punctuate direct speech in narrative.</p> <p>I can use a powerful speech verb (e.g. "Hello," she whispered.)</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation. I can suggest improvements to my own writing and that of others.</p> <p>I can read aloud my own writing to a group, using appropriate intonation and controlling the tone and volume so meaning is clear.</p>
Spelling	<p>I know the meaning of prefixes; un, dis, mis, in, il, im, re, sub, inter, super, anti, auto.</p> <p>I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>I can use the first 2 letters in a word to find it in a dictionary.</p>	<p>I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting.</p> <p>I can add the suffix ly to turn an adjective into an adverb – sadly.</p> <p>I can add the suffix ation to verbs to form nouns e.g information.</p> <p>I can spell y making i sound in gym, pyramid, Egypt.</p> <p>I can use ou to make the short u sound in touch, double, country.</p> <p>I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>I can use the first 3 letters in a word to find it in a dictionary.</p>	<p>I recognise and spell homophones and Near Homophones accept/except etc.</p> <p>I can use the possessive apostrophe with plural words.</p> <p>I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>
Spelling word list:	<p>I can spell the commonly mis-spelt words from the Y3/4 word list: address, answer, appear, arrive, believe, bicycle, breath, breathe, build, caught, certain, circle, decide (6)</p>	<p>I can spell the commonly mis-spelt words from the Y3/4 word list: difficult, early, earth, enough, famous, fruit, group, guard, guide, heard, heart, height, history. (6)</p>	<p>I can spell the commonly mis-spelt words from the Y3/4 word list: Island, learn, length, library, notice, often, recent, regular, reign, straight, strange, strength, thought, though, various, weight (6)</p>
Handwriting:	<p>Met:</p> <p>I can use diagonal and horizontal strokes needed to join letters.</p> <p>I understand which letters should be left unjoined. (7)</p> <p>I can increase the legibility, consistency and quality of my handwriting, (for example, by ensuring that the down strokes 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).</p>		

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Year 4 Writing Progression Ladders

	Autumn 4.1	Spring 4.2	Summer 4.3
Composition Grammar & Punctuation Criteria	<p>Fronted adverbials</p> <p>Paragraphs for organisation (including 5 parts for a story)</p> <p>Comma after fronted adverbials</p> <p>Identify improvements: grammar/vocabulary</p>	<p>Noun phrases expanded by adjectives</p> <p>Varied choice of pronoun/noun</p> <p>Apostrophes to mark plurals</p> <p>Use a range of sentence structures- simple, compound and complex</p>	<p>Noun phrases expanded by nouns and adjectives</p> <p>Pronouns and nouns to avoid repetition</p> <p>Direct speech, correctly punctuated</p> <p>Range of sentences with more than one clause</p>
Explanation of desired outcomes	<p>I can orally rehearse a sentence or sequence of sentences to develop a paragraph.</p> <p>I can write in paragraphs. (2)</p> <p>I am beginning to write a narrative with a clear structure, setting and plot, using paragraphs for: beginning (character/setting), build-up, dilemma, solution and conclusion. (2, 3)</p> <p>I can think about how to begin my sentences in different ways using fronted adverbials and commas e.g. How: Gently, Quietly etc. When: It was some time later... Where: Over by the chair...</p> <p>I can use a comma after a fronted adverbial (time/place/ly)</p> <p>I can proof read, edit and improve/make corrections to grammar and vocabulary choices.</p>	<p>I can orally rehearse a sentence or sequence of sentences to develop a paragraph.</p> <p>I can use noun phrases expanded by adjectives in my writing.</p> <p>I vary my choice of noun/pronoun.</p> <p>I can proof read, edit and improve/make corrections to grammar and vocabulary choices (in particular expanding noun phrases with adjectives and varying choice of nouns/pronouns).</p> <p>I can write a narrative with a clear structure, setting and plot, using paragraphs for: beginning (character/setting), build-up, dilemma, solution and conclusion. (2, 3)</p> <p>I can compose sentences using a range of structures (coordination, subordination etc.)</p> <p>I can write sentences with more than one clause – think main clause/subordinate clause.</p> <p>I can use long sentences for description and short sentences to move events on quickly.</p> <p>I can use an apostrophe to mark plural possession (e.g. girls’).</p>	<p>I can orally rehearse a sentence or sequence of sentences to develop a paragraph.</p> <p>I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</p> <p>I can proof read, edit and improve/make corrections to grammar and vocabulary choices (in particular expanding noun phrases using further nouns and prepositions e.g. James, the captain of the football team...The mouse under...)</p> <p>I can write a narrative in paragraphs, recognising when to begin a new paragraph, understanding how to begin and end a paragraph. (2)</p> <p>I can use direct speech in my writing and punctuate it correctly.</p> <p>I can write sentences with more than one clause – think main clause/subordinate clause.</p> <p>I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</p>
Spelling	Rules for adding ly:	The suffix –ous	Ch for ‘k’ sound: scheme, chorus, chemist

	<p>Change y to an i and add ly – happily Change le to ly – gently Add ally to words ending in ic – basically Exceptions: truly, duly, wholly sure/ture – measure, treasure, picture, nature etc. sion – television, decision, invasion etc. I can use the first 2/3 letters in a word to find it in a dictionary.</p>	<p>Sometimes root word obvious and usual rules apply: Poisonous, famous (chop off e), various (change y to i). Sometimes there is no obvious root word: Jealous, enormous Our is changed to or before adding ous e.g. humorous Final e kept if word has soft g e.g courageous Usually 'l' before ous but sometimes 'e' Serious/hideous.</p> <p>Endings spelt: tion, sion, ssion, cian tion most common used when the root word ends with t/te ssion used if the root word ends in ss or mit sion used if the root word ends in d or se cian used if root word ends in c or cs.</p> <p>Possessive apostrophe with plural words. The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s but is added if the plural does not end in -s as in an irregular plural e.g. children's I can use the first 2/3 letters in a word to find it in a dictionary.</p>	<p>Ch for sh sound: chef, chalet, machine Words ending with gue: league, tongue Words ending with que: antique, unique Words spelt with sc: science scene, fascinate Rare ways to spell long 'a' eight, vein, they, obey, neighbour Homophones and near homophones:</p> <p>Accept/except Here/hear etc.</p> <p>I can use the first 2/3 letters in a word to find it in a dictionary.</p>
Spelling word list	<p>Accidentally, actually, believe, breathe, busy, business, calendar, centre, century, complete, consider, continue, describe, different, difficult, disappear, eight, eighth, exercise, experience, experiment, extreme (6)</p>	<p>favourite, February, forwards, grammar, imagine, increase, important, interest, knowledge, material, medicine, mention, minute, natural, naughty, occasionally, opposite, ordinary (6)</p>	<p>particular, peculiar, perhaps, popular, position, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, remember, sentence, separate, special, strength, suppose, surprise, therefore, though, although, woman, women. (6)</p>
Handwriting:	<p>Met: I can use diagonal and horizontal strokes needed to join letters. I understand which letters should be left unjoined. My handwriting is legible and consistent, down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. (7)</p>		
Key Vocabulary	<p>Adverbial</p>	<p>Noun/pronoun, adjective, adverb Plural Clause/subordinate clause</p>	<p>Preposition Direct Speech</p>

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Year 5 Writing Progression Ladders

	Autumn 5.1	Spring 5.2	Summer 5.3
Composition Grammar & Punctuation Criteria	<p>Link paragraphs using adverbials (including <i>ly</i>)</p> <p>Relative clauses and Embedded Clauses</p> <p>' "speech",</p> <p>Range of sentence structures for Impact/effect</p>	<p>Modal verbs</p> <p>Linking paragraphs – time and place</p> <p>'ing' and 'ed' adverbials to open sentences</p> <p>, for extra information</p> <p>Sentence structure/vocabulary for Impact/effect</p>	<p>Variety of verb tenses</p> <p>Adverbs – degrees of possibility</p> <p>() – for extra information (parenthesis)</p> <p>, to clarify meaning and add information</p>
Explanation of desired outcomes	<p>I can start sentences in different ways (e.g. degree, <i>ly</i>, place, time etc.).</p> <p>I can begin to organise my writing into sequences of paragraphs to show different information or events. (2)</p> <p>I can use adverbials to link paragraphs.</p> <p>I can add well-chosen detail to interest the reader, understanding the audience and purpose of the writing. (1)</p> <p>I can develop characters through action and dialogue. (3)</p> <p>I can use inverted commas and other punctuation to indicate direct speech.</p> <p>I can use relative clauses (for example, to develop character - a relative clause is a subordinate clause that adapts, describes or modifies a noun – add information to sentences using the relative pronouns <i>who</i>, <i>which</i>, <i>that</i>, <i>whose</i> and <i>whom</i></p> <p>That's the girl <i>who lives near school</i>.</p> <p>I don't like the clown <i>that has the bright, red nose</i>.</p> <p>She lives in Nottingham <i>which is a big city</i>.</p> <p>Relative clauses may be embedded in a sentence: My gran, <i>who is 82</i>, still goes swimming every day.</p> <p>Impact/effect – use of similes, metaphors etc.</p>	<p>I can summarise a paragraph.</p> <p>I can organise writing into sequences of paragraphs to show different information or events – linking paragraphs with adverbials – time and place. (2)</p> <p>I can mostly use the correct features and sentence structure matched to the text type we are working on.</p> <p>I can use , around extra information to clarify meaning.</p> <p>I can discuss the audience and purpose of the writing. (1)</p> <p>I can use grammar and vocabulary to create an impact on the reader.</p> <p>Can use stylistic devices to create effects in writing. (E.g. Metaphors, similes, alliteration, expanded noun phrases and use of contrast.)</p> <p>I can use modal verbs to indicate a degree of possibility.</p> <p>Modal verbs change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission. Modal verbs behave differently to 'ordinary' verbs.</p> <p>The most common modal verbs are:</p> <p>Will, would, should, could, may, can, shall, ought to, must, might</p> <p>Possibility</p> <p>Modal verbs can be used when we want to show how likely something is to happen. For example:</p>	<p>I can write with cohesion between paragraphs, and organise my writing into sequences of paragraphs to show different information or events – linking paragraphs with adverbials – time and place. (2)</p> <p>I can use the correct features and sentence structure matched to the text type working on.</p> <p>I can discuss the audience and purpose of the writing. (1)</p> <p>I can use a variety of verb tenses.</p> <p>I can use grammar and vocabulary to create an impact on the reader.</p> <p>I can establish a viewpoint as the writer through commenting on characters and events.</p> <p>I can use brackets, dashes and commas to indicate parenthesis.</p> <p>I can use commas to clarify meaning and avoid ambiguity.</p> <p>I can use adverbs to indicate a degree of possibility.</p> <p>Adverbials of probability</p> <p>We use adverbials of probability to show how certain we are about something. The most frequent adverbials of probability are:</p> <p>certainly - definitely - maybe - possibly</p> <p>clearly - obviously - perhaps - probably</p> <p><i>maybe</i> and <i>perhaps</i> usually come at the beginning of the clause:</p>

		<p><i>It might rain tomorrow.</i> <i>"I shall go to the ball!" said Cinderella.</i> <i>We will have fish and chips for tea.</i></p> <p>Ability Modal verbs can be used when we want to show a skill or someone's ability to do something. For example: <i>Jack can sing.</i> <i>We could walk.</i></p> <p>Obligation and advice Modal verbs can be used to state when something is necessary/compulsory, to give an instruction or to give advice. For example: <i>You must tidy your room.</i> <i>She ought to help with the shopping.</i> <i>James should cook the dinner tonight.</i></p> <p>Permission Modal verbs are used to give or ask for permission for an activity. For example: <i>You may have another biscuit.</i> <i>You can get down from the table now.</i> <i>Could I go to the toilet, please?</i></p>	<p>Perhaps the weather will be fine. Maybe it won't rain. Other adverbs of possibility usually come in front of the main verb: He is <u>certainly coming</u> to the party. Will they <u>definitely be</u> there? We will <u>possibly come</u> to England next year. but after <i>am, is, are, was, were</i>: They <u>are definitely</u> at home. She <u>was obviously</u> very surprised.</p>
Spelling	<p>Words ending in cious or tious (vicious/cautious) Words ending in cial or tial (official/partial) Words ending in -ant, -ance/-ancy, -ent, -ence/-ency I can use different dictionaries to find words using first 3-4 letters</p>	<p>Words ending in -able and -ible Words ending in -ably and -ibly Adding suffixes beginning with vowel letters to words ending in -fer referring I can use a dictionary with confidence.</p>	<p>Use of the hyphen: co-ordinate i before e except after c Words containing the letter string ough ought, rough, dough, through, thorough, plough I can use a thesaurus to find more interesting words.</p>
Spelling words	<p>According, achieve, amateur, ancient, attached, available, average, bargain, bruise, category, cemetery, curiosity (6)</p>	<p>Definite, develop, excellent, existence, familiar, foreign, forty, harass, identity, interfere, interrupt, lightning, leisure, muscle, occupy, occur, persuade, physical, queue (6)</p>	<p>Relevant, rhyme, rhythm, soldier, stomach, symbol, system, suggest, twelfth, variety, vegetable, vehicle, yacht. (6)</p>
Handwriting:	<p>Met: I can use diagonal and horizontal strokes needed to join letters. I can understand which letters should be left unjoined. My handwriting is legible and consistent, down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. (7) I can choose the style of handwriting to use when given a choice.</p>		

I can choose the handwriting that is best suited for a specific task.

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Year 6 Writing Progression Ladders

	Autumn 6.1	Spring 6.2	Summer 6.3
Composition Grammar & Punctuation Criteria	<p>Grammatical structure/features/vocabulary</p> <p>Developed Noun phrases with prepositions : ; within a list</p> <p>Paragraphs</p> <p>Range of sentence starters to create effects</p>	<p>Grammatical structure/features/vocabulary</p> <p>Vary sentence structures (simple, compound and complex)</p> <p>;- , to clarify meaning</p> <p>Consistent and correct use of verb tense</p>	<p>Appropriate form.</p> <p>Apply grammatical structures to a variety of text types.</p> <p>Manipulate punctuation to effect meaning.</p> <p>Cohesion between paragraphs (time, place, event) using a range of strategies</p>
Explanation of desired outcomes	<p>I can mostly write with cohesion between paragraphs – which clearly signal a change in subject, time, place or event – using conjunctions, adverbials of time and place, pronouns and synonyms. (12)</p> <p>I can identify the audience for and purpose of the writing. I can choose the appropriate form and register for the audience and purpose of the writing. (8)</p> <p>I can use character, dialogue and action to advance events in narrative writing. (9, 10)</p> <p>I can use a range of sentence starters to create special effects.</p> <p>I can use developed noun phrases to add detail to sentences.</p> <p>I can use : to introduce a list and ; between each item in the list. (14, 20)</p> <p>I can use verb tense consistently and correctly throughout my writing. (13)</p> <p>I can use passive voice to present information with a different emphasis.</p>	<p>I can write confidently with cohesion between paragraphs – which clearly signal a change in subject, time, place or event - using conjunctions, adverbials of time and place, pronouns and synonyms. (12)</p> <p>I can identify the audience for and purpose of the writing. Can choose the appropriate form and register for the audience and purpose of the writing. (8)</p> <p>I can use a variety of organisational and presentational devices correct to the text type.</p> <p>I can use character, dialogue and action to advance events in narrative writing. Can sustain and develop ideas logically in narrative and non-narrative writing. (9, 10)</p> <p>I can use a range of sentence starters to create special effects and developed noun phrases to add detail.</p> <p>I can vary sentence structure for effect in my writing.</p> <p>I can use commas to mark phrases and clauses – to clarify meaning. (14)</p> <p>I can use : and ; to replace conjunctions. (14, 20)</p>	<p>Can write confidently with cohesion between paragraphs – which clearly signal a change in subject, time, place or event- using conjunctions, adverbials of time and place, pronouns and synonyms. (12)</p> <p>Can identify the audience for and purpose of the writing. Can choose the appropriate form and register for the audience and purpose of the writing. (8)</p> <p>I can confidently vary sentence structure depending whether formal or informal.</p> <p>I can use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. (11)</p> <p>Can use character, dialogue and action to advance events in narrative writing. (9, 10)</p> <p>I can sustain and develop ideas logically in narrative and non-narrative writing.</p> <p>I can summarise a text, conveying key information in writing.</p>

	<p>A sentence is written in active voice when the subject of the sentence is performing the action.</p> <p>A sentence is written in passive voice when the subject of the sentence has something done to it by someone or something.</p> <p>For example:</p> <p>Active voice: The cat was chasing the mouse. In this sentence, 'the cat' is the subject, 'was chasing' is the verb and 'the mouse' is the object.</p> <p>Passive voice: The mouse was being chased by the cat. In this sentence 'the mouse' has become the subject which is having something done to it by the cat.</p>	<p>I can summarise a text, conveying key information in writing.</p> <p>I can use verb tense consistently and correctly throughout my writing. (13)</p>	<p>I can use the full range of punctuation to effect meaning . , - ‘ “speech” () ; ; (14, 20)</p> <p>I can use verb tense consistently and correctly throughout my writing. (13)</p>
Spelling	<p>Can use a thesaurus to find more interesting words.</p> <p>Range of words with silent letters (doubt, island, lamb, solemn, thistle, knight)</p>	<p>Can use any dictionary or thesaurus.</p> <p>Homophones and other words that are often confused: Words ending in ce/se advice/advise Aisle/isle, aloud/allowed, affect/effect, altar/alter, bridal/bridle, cereal/serial, compliment/complement, descent/dissent, desert/dessert, draft/draught</p>	<p>Can use any dictionary or thesaurus.</p> <p>Use of hyphen in spelling.</p>
Spelling Words:	<p>Accommodate, accompany, aggressive, apparent, appreciate, awkward, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (15)</p>	<p>Desperate, determined, dictionary, disastrous, embarrass, environment, equipped, equipment, especially, exaggerate, explanation, frequently, government, guarantee, hindrance, immediate(ly), individual, marvellous, mischievous. (15)</p>	<p>Necessary, neighbour, nuisance, opportunity, parliament, prejudice, privilege, profession, programme, pronunciation, recognise, recommend, restaurant, sacrifice, secretary, shoulder, signature, sincerely, sufficient, temperature, thorough (15)</p>
Handwriting:	<p>Met:</p> <p>Can use diagonal and horizontal strokes needed to join letters.</p> <p>Can understand which letters should be left unjoined.</p> <p>Handwriting is legible and consistent, down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. (16)</p> <p>I can choose the style of handwriting to use when given a choice.</p> <p>I can choose the handwriting that is best suited for a specific task.</p>		

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