

# Muschamp Primary School

## Writing progressions



● Reception	
	Expected
To use imaginative description	
To organise writing appropriately	
To use sentences appropriately	<ul style="list-style-type: none"> <li>• Spring - Begins to write short captions with adult modelling and support</li> <li>• Writing ELG: Write simple phrases and sentences that can be read by others.</li> </ul>
To punctuate accurately	
To spell correctly	<ul style="list-style-type: none"> <li>• Baseline – Write some letters accurately.</li> <li>• Write some of name.</li> <li>• Autumn - Copy name accurately and attempt independently</li> <li>• Hearing the initial sound and representing it in their writing</li> <li>• Spring - Write name independently with correct formation in a line.</li> <li>• Write CVC words to match the SSP (systematic synthetic phonics scheme) representing it in their writing independently</li> <li>• Make phonetically plausible attempts at writing words using GPCs they are familiar with.</li> <li>• Summer - To begin to spell common exception words in their writing related to SSP</li> <li>• Writing ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> </ul>
To present work neatly	<ul style="list-style-type: none"> <li>• Autumn - Forms some recognisable letters (in line with SSP)</li> <li>• Summer - Forms most letters correctly in the alphabet .Forms most capital letters.</li> <li>• ELG Writing - Write recognisable letters, most of which are correctly formed</li> </ul>
To analyse writing	<ul style="list-style-type: none"> <li>• Baseline – Give meanings to marks made.</li> <li>• Writing ELG: Write simple phrases and sentences that can be read by others.</li> </ul>
To present writing	<p>Autumn –</p> <ul style="list-style-type: none"> <li>• Cross midline in large gross motor pre-writing activities</li> <li>• Use a comfortable pencil grip and sufficient pressure to mark make</li> </ul> <p>Spring –</p> <ul style="list-style-type: none"> <li>• Write name independently with correct formation in a line.</li> </ul>
Oracy	<p>Baseline –</p> <ul style="list-style-type: none"> <li>• Talk about a familiar story, Can sing a simple song</li> <li>• Use longer sentences of 4-6 words/ begins to use sentences majority of the time</li> <li>• Can use talk to sequence ideas and events</li> <li>• Beginning to experiment with tenses (may not be accurate)</li> </ul> <p>Autumn –</p> <ul style="list-style-type: none"> <li>• Beginning to use some new vocabulary</li> <li>• Develop social phrases</li> <li>• Can use some sentences with clauses, such as 'and'</li> </ul> <p>Spring –</p> <ul style="list-style-type: none"> <li>• Can use sentences with clauses such as and/ because</li> <li>• Can use these to explain thinking</li> <li>• Begin to ask and answer more complex questions</li> <li>• Can explain why things happen</li> </ul> <p>Summer –</p> <ul style="list-style-type: none"> <li>• Develop some story lines and narratives in play</li> <li>• Retell a familiar story with deep familiarity</li> <li>• Listen and talk about stories</li> <li>• Mostly use correct tenses</li> <li>• Links statements to main ideas and themes (doesn't go off on a tangent)</li> <li>• Describes some events in some detail</li> <li>• Use recently learnt vocabulary e.g. subject specific</li> <li>• Use talk to work out problems, organise thinking and explain how and why</li> <li>• Articulate their ideas and thoughts in well formed sentences</li> </ul> <p>Speaking ELG -</p> <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; <ul style="list-style-type: none"> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- 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> </ul> </li> </ul>



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## Writing progressions



YEAR 1	
	Expected
To use imaginative description	<ul style="list-style-type: none"> <li>Can use adjectives without prompting - making more adventurous choices (e.g. ferocious, brave.).</li> </ul>
To organise writing appropriately	<ul style="list-style-type: none"> <li>Can use own or class story map to attempt to write a familiar or own story that has a clear beginning, middle and end (e.g. once upon a time, happily ever after).</li> <li>Can use basic sequencing words (then, next, after, finally) in writing.</li> </ul>
To use sentences appropriately	<ul style="list-style-type: none"> <li>Can attempt to write from memory simple sentences dictated by the teacher using words taught so far.</li> <li>Can attempt to use 'and' to join clauses to make a compound sentence which is written down.</li> <li>Can use because in shared writing.</li> <li>Can independently create a sentence orally before writing it.</li> </ul>
To punctuate accurately	<ul style="list-style-type: none"> <li>Can write names with capital letters in their own work.</li> <li>Can use a capital letter for 'I'.</li> <li>Can use capital letters for places and days of the week.</li> <li>Can write simple sentences using capital letters and full stops some of the time with support in an extended piece.</li> <li>Can use question marks and exclamation marks to demarcate sentences with support.</li> </ul>
To spell correctly	<ul style="list-style-type: none"> <li>Can spell days of the week from memory most of the time in their books.</li> <li>Can spell some common exception words (e.g. come, today, said).</li> <li>Can spell words using all of phase 3 sounds and some of phase 5.</li> <li>Can make phonetically plausible attempts at unknown words using knowledge of sounds up to phase 5.</li> <li>Can add -s or -es to nouns for plurals.</li> <li>Can add the prefix un- (unkind) to change meaning with support.</li> <li>Can use the following suffixes: -ing, -ed, -er, -est.</li> </ul>
To present work neatly	<ul style="list-style-type: none"> <li>Can read the majority of the child's work without the child's assistance.</li> <li>Can use finger spaces consistently between every word.</li> <li>Can sit at a table and hold a pencil comfortably and correctly.</li> <li>Can independently begin to form letters and digits 0-9 in the correct direction, starting and finishing in the right place.</li> <li>Can form capital letters correctly.</li> </ul>
To analyse writing	<ul style="list-style-type: none"> <li>Can talk about the subject of my writing (e.g. "It is a story about the three little pigs.")</li> <li>Can say what they like about their writing and suggest how to improve to the teacher using some grammatical terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.)</li> <li>Can re-read what they have written and check that it makes sense.</li> </ul>
To present writing	<ul style="list-style-type: none"> <li>Can begin to read work out loud in a voice that is loud enough for adults and classmates to hear.</li> <li>Can begin to participate in speaking and listening activities in a voice that is loud enough for adults and classmates to hear (e.g. discussions, presentations, performances, role play, improvisations and debates).</li> </ul>



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## Writing progressions



Oracy	<ul style="list-style-type: none"><li>● To use the appropriate tone of voice in the right context eg: speaking calmly when resolving an issue in the playground.</li><li>● To speak clearly and confidently in a range of contexts.</li><li>● To explain ideas and events in chronological order.</li><li>● To give reasons for their opinions.</li><li>● To use appropriate vocabulary that is specific to the topic at hand.</li><li>● To use stem sentences to link ideas in a group discuss eg: 'I agree with this because.....'</li><li>● To use time connective to sequence ideas 'firstly, secondly and finally'.</li><li>● Listen to others and change their mind based on what they have heard.</li></ul>
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# Muschamp Primary School

## Writing progressions



YEAR 2	
	Expected
To use imaginative descriptive	<ul style="list-style-type: none"> <li>Can use alliteration independently where appropriate in own work.</li> <li>Can use similes independently and appropriately in own work.</li> <li>Can use adjectives and descriptive phrases for detail and emphasis.</li> <li>Can confidently use topic words for interest and precision.</li> </ul>
	<ul style="list-style-type: none"> <li>Can use some expanded noun phrases for description and specification -making adventurous and independent choices (e.g the blue butterfly/ plain flour).</li> </ul>
	<ul style="list-style-type: none"> <li>Can group ideas into sections when writing non-fiction and often uses headings to separate (e.g. habitat, diet, appearance etc).</li> <li>Can plan what they are going to write by writing down key ideas and words including new vocabulary.</li> <li>Can write fiction and non-fiction based on plan including own story.</li> </ul>
	<ul style="list-style-type: none"> <li>Can use a growing bank of time connectives to link ideas and create 'flow' (first, next, after, later, last of all).</li> </ul>
To organise writing appropriately	<ul style="list-style-type: none"> <li>Can construct own statements, questions, exclamations and commands in writing independently.</li> <li>Can use coordination in writing e.g. or, but, and.</li> <li>Can use some subordination in writing (e.g. when, if, that, because) to join clauses.</li> <li>Can use past and present tense mostly correctly and consistently.</li> <li>Can correct the use of 'is' 'was' and 'were' when mistakes are pointed out in marking.</li> </ul>
	<ul style="list-style-type: none"> <li>Can write from memory simple sentences, dictated by the teacher that include phonic sounds, common exception words and punctuation taught so far.</li> </ul>
	<ul style="list-style-type: none"> <li>Can demarcate most sentences in their writing with capital letters and full stops.</li> <li>Can use question marks correctly when required.</li> </ul>
	<ul style="list-style-type: none"> <li>Can use commas in a list accurately and uses 'and' to separate the last two items (e.g. bacon, eggs and tomatoes).</li> <li>Can spell some words with contracted forms.</li> <li>Can use apostrophes to mark singular possession in own work (e.g. the girl's bag) - may not always be consistent for accurate at this stage.</li> </ul>
To punctuate accurately	<ul style="list-style-type: none"> <li>Can use some of the following suffixes within their writing: -ment, -ness, -ful, -less, -ly.</li> <li>Can create compound words and uses them in sentences (e.g. superman, whiteboard)</li> <li>Can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.</li> <li>Can use basic homophones correctly (e.g. sea, see/ two, to).</li> <li>Can spell all high frequency words for Y1/Y2.</li> <li>Can spell many common exception words in independent writing (e.g. because, beautiful).</li> </ul>
	<ul style="list-style-type: none"> <li>Can use spacing between words that reflect the size of the letters.</li> <li>Can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>Can being to join some letters.</li> </ul>
	<ul style="list-style-type: none"> <li>Can correct mistakes in spelling grammar, capital letters and full stops.</li> <li>Can correct mistakes in exclamation marks, questions marks and commas in a list – with support.</li> <li>Can suggest some ways to improve own work and work of others using grammatical terminology (noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma).</li> </ul>
	<ul style="list-style-type: none"> <li>Can plan for a piece of writing by orally rehearsing first – saying it sentence by sentence.</li> <li>Can create writing which is relevant to the topic and is interesting to read.</li> <li>Can use organisational devices appropriate for the text type (e.g. headings for non chronological/ ingredients list for recipes) without support.</li> <li>Can write simple, coherent narratives about personal experiences and those of others (real or fictional).</li> <li>Can write about real events, recording these simply and clearly.</li> </ul>
To spell correctly	<ul style="list-style-type: none"> <li>Can read aloud their work to a range of audience using some appropriate intonation to make the meaning clear (e.g. "it's a giant! A giant? A giant is coming.").</li> <li>Can read work out loud to the class in a confident manner – across the curriculum.</li> <li>Can participate in speaking and listening activities in a confident manner (e.g. discussions, presentations, performances, role play, improvisations and debates).</li> </ul>
	<ul style="list-style-type: none"> <li>Can write simple, coherent narratives about personal experiences and those of others (real or fictional).</li> <li>Can write about real events, recording these simply and clearly.</li> </ul>
To present work neatly	<ul style="list-style-type: none"> <li>To start to use gestures to support the delivery of ideas.</li> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To adapt how they speak in different situations according to the audience.</li> <li>Be confident in delivering to a group something an idea that they have already prepared.</li> </ul>
	<ul style="list-style-type: none"> <li>To start to use gestures to support the delivery of ideas.</li> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To adapt how they speak in different situations according to the audience.</li> <li>Be confident in delivering to a group something an idea that they have already prepared.</li> </ul>
To analyse writing	<ul style="list-style-type: none"> <li>To start to use gestures to support the delivery of ideas.</li> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To adapt how they speak in different situations according to the audience.</li> <li>Be confident in delivering to a group something an idea that they have already prepared.</li> </ul>
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To write with purpose	<ul style="list-style-type: none"> <li>To start to use gestures to support the delivery of ideas.</li> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To adapt how they speak in different situations according to the audience.</li> <li>Be confident in delivering to a group something an idea that they have already prepared.</li> </ul>
	<ul style="list-style-type: none"> <li>To start to use gestures to support the delivery of ideas.</li> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To adapt how they speak in different situations according to the audience.</li> <li>Be confident in delivering to a group something an idea that they have already prepared.</li> </ul>
To present writing	<ul style="list-style-type: none"> <li>To start to use gestures to support the delivery of ideas.</li> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To adapt how they speak in different situations according to the audience.</li> <li>Be confident in delivering to a group something an idea that they have already prepared.</li> </ul>
	<ul style="list-style-type: none"> <li>To start to use gestures to support the delivery of ideas.</li> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To adapt how they speak in different situations according to the audience.</li> <li>Be confident in delivering to a group something an idea that they have already prepared.</li> </ul>
Oracy	<ul style="list-style-type: none"> <li>To start to use gestures to support the delivery of ideas.</li> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To adapt how they speak in different situations according to the audience.</li> <li>Be confident in delivering to a group something an idea that they have already prepared.</li> </ul>
	<ul style="list-style-type: none"> <li>To start to use gestures to support the delivery of ideas.</li> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To adapt how they speak in different situations according to the audience.</li> <li>Be confident in delivering to a group something an idea that they have already prepared.</li> </ul>

## YEAR 3



# Muschamp Primary School

## Writing progressions



	Expected
To use imaginative description	<ul style="list-style-type: none"> <li>Can use alliteration within their writing to create effect independently when appropriate.</li> <li>Can use similes to build up a fuller picture of a character or setting.</li> </ul>
	<ul style="list-style-type: none"> <li>Can use adjectives and prepositions independently – deciding when it is best to use them.</li> <li>Can express time, place and cause using prepositions (e.g. before, after, during, in, because of).</li> </ul>
	<ul style="list-style-type: none"> <li>Can use conjunctions in sentences to indicate time, place and cause. (E.g. The harp began to sing loudly because she wanted to wake the sleeping giant.)</li> </ul>
	<ul style="list-style-type: none"> <li>Can express time, place and cause using adverbs (e.g. then, next, soon, therefore).</li> </ul>
	<ul style="list-style-type: none"> <li>Can understand the term pronoun and list different pronouns.</li> </ul>
	<ul style="list-style-type: none"> <li>Can select own ambitious word choices in own writing – no prompting needed.</li> </ul>
	<ul style="list-style-type: none"> <li>Can produce work which is organised and clear – groups ideas into paragraphs in non-fiction with headings of own choice.</li> <li>Can use more structure within stories (introduction, build up, climax/conflict, resolution).</li> <li>Can decide which adverbs of time to use.</li> </ul>
	<ul style="list-style-type: none"> <li>Can plan their writing discussing and recording ideas in detail and considering different factors (e.g. vocabulary, punctuation, structure, descriptive techniques).</li> <li>Can write fiction or non-fiction based on plan expanding on ideas.</li> </ul>
To use sentences appropriately	<ul style="list-style-type: none"> <li>Can open with a subordinate clause some of the time.</li> </ul>
	<ul style="list-style-type: none"> <li>Can create writing where nouns and verbs that agree some of the time (e.g. The sweets were on the table/The sweet was on the table.)</li> </ul>
	<ul style="list-style-type: none"> <li>Can use 'a' or 'an' according to whether the next word begins with a consonant or a vowel sound.</li> <li>Can write from memory simple sentences dictated by the teacher with words and punctuation taught so far.</li> </ul>
To punctuate accurately	<ul style="list-style-type: none"> <li>Can consistently use full stops, capital letters.</li> <li>Can use question marks, exclamation marks and commas in lists correctly most of the time.</li> <li>Can begin to use inverted commas to punctuate direct speech (other punctuation such as commas are not needed at this stage).</li> </ul>
	<ul style="list-style-type: none"> <li>Can use apostrophes for possession and contraction correctly most of the time.</li> </ul>
To spell correctly	<ul style="list-style-type: none"> <li>Can use the following prefixes un-,dis-, mis-, pre-, in-, im-, ir-, sub-, super-, anti-, auto- some of the time.</li> <li>Uses the suffix –ly correctly.</li> <li>Can use the following suffixes –in –ment, –ness, –ful, –less their writing correctly most of the time.</li> </ul>
	<ul style="list-style-type: none"> <li>Can spell most common homophones correctly.</li> </ul>
	<ul style="list-style-type: none"> <li>Can spell some words correctly from the Y3/Y4 word list.</li> </ul>
	<ul style="list-style-type: none"> <li>Can phonetically spell familiar common polysyllabic words correctly.</li> </ul>
To present work neatly	<ul style="list-style-type: none"> <li>Can join all letters correctly.</li> <li>Can ensure work is neatly presented.</li> <li>Can write letters that are regular in size.</li> </ul>
To analyse writing	<ul style="list-style-type: none"> <li>Can often correct own writing looking for errors in question marks, exclamation marks and commas for lists.</li> </ul>
	<ul style="list-style-type: none"> <li>Can assess own work and work of others – suggesting some useful improvements using grammatical terminology (preposition, conjunction, word family, prefix, clause, subordinate clause. direct speech, consonant, consonant, letter vowel, vowel letter, inverted commas.)</li> </ul>
To write with purpose	<ul style="list-style-type: none"> <li>Can identify the features of the text type they are expected to write and use these correctly and independently.</li> </ul>
	<ul style="list-style-type: none"> <li>Can independently use basic formal and informal language in a range of writing - doesn't have to be consistent at this stage but doesn't need prompting.</li> </ul>
To present writing	<ul style="list-style-type: none"> <li>Can confidently share writing with a range of audiences.</li> <li>Can participate in speaking and listening activities in a confident manner with a range of audiences (e.g. discussions, presentations, performances, role play, improvisations and debates).</li> </ul>
Oracy	<ul style="list-style-type: none"> <li>To be able to vary their tone of voice in order to convey meaning.</li> <li>To be able to consider position and posture when addressing an audience.</li> <li>To reach a shared agreement in a discussion.</li> <li>To be able to make precise language choice eg: using ambitious vocabulary taught in writing sessions.</li> <li>To adapt the content of their speech for a specific audience.</li> <li>To be able to speak with confidence in front of an audience.</li> </ul>



# Muschamp Primary School

## Writing progressions



# Muschamp Primary School

## Writing progressions



YEAR 4	
	Expected
To use imaginative description	<ul style="list-style-type: none"> <li>Can use alliteration, similes and metaphors to create effect within their own writing independently.</li> </ul>
	<ul style="list-style-type: none"> <li>Can use expanded noun phrases – before and after the noun.</li> </ul>
	<ul style="list-style-type: none"> <li>Can use a range of appropriate nouns and pronouns to aid cohesion and avoid repetition.</li> </ul>
	<ul style="list-style-type: none"> <li>Can begin to select the appropriate determiners for their writing.</li> </ul>
To organise writing appropriately	<ul style="list-style-type: none"> <li>Can use paragraphs appropriately.</li> <li>Can write a concluding paragraph but may be too brief or too long.</li> </ul>
	<ul style="list-style-type: none"> <li>Can use bullet points in their writing after modelling.</li> </ul>
	<ul style="list-style-type: none"> <li>Can plan writing by discussing writing that is similar to what they are going to write including the authors use of structure, vocabulary and grammar.</li> </ul>
To use sentences appropriately	<ul style="list-style-type: none"> <li>Can write nouns and verbs that agree consistently including we were/ I did.</li> </ul>
	<ul style="list-style-type: none"> <li>Can use a growing variety of conjunctions, adverbs and prepositions appropriately in writing to express time, place and cause. (E.g. jack tiptoed into the room and stole the magic harp while the giant slept.)</li> </ul>
	<ul style="list-style-type: none"> <li>Can write from memory sentences dictated by the teacher with words and punctuation taught so far.</li> </ul>
To punctuate accurately	<ul style="list-style-type: none"> <li>Can independently chose when to use inverted commas with punctuation to indicate direct speech – with support (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”)</li> </ul>
	<ul style="list-style-type: none"> <li>Can amend errors in apostrophes.</li> </ul>
	<ul style="list-style-type: none"> <li>Can mark apostrophes for single possession (the girl’s name).</li> <li>Can use apostrophes to mark plural possessions some of the time (e.g. the girls’ toilet).</li> </ul>
	<ul style="list-style-type: none"> <li>Can use commas after fronted adverbials in own work (e.g. Happily, she skipped across the road.).</li> </ul>
To spell correctly	<ul style="list-style-type: none"> <li>Can make some use of the following prefixes: pre-, in-, im-, ir-, sub- -, super-, anti-, auto to correctly spell.</li> <li>Can spell some common words with silent letters (e.g. knight).</li> </ul>
	<ul style="list-style-type: none"> <li>Can spell most Y3/Y4 words.</li> <li>Can phonetically spell unfamiliar common polysyllabic words correctly.</li> </ul>
	<ul style="list-style-type: none"> <li>Can use the first 2-3 letters of a word to check its spelling in a dictionary.</li> </ul>
To present work neatly	<ul style="list-style-type: none"> <li>Can join letters and make sure lower and upper case letters are not mixed within words.</li> </ul>
To analyse writing	<ul style="list-style-type: none"> <li>Can begin to edit work as they write and share ideas with rest of table – independently seeking advice throughout the lesson using grammatical terminology (determiner, pronoun, possessive pronoun, adverbial).</li> </ul>
To write with purpose	<ul style="list-style-type: none"> <li>Can maintain the formal and informal language used in a piece.</li> </ul>
	<ul style="list-style-type: none"> <li>Can sustain writing in a way that is lively and interesting.</li> </ul>
	<ul style="list-style-type: none"> <li>Can show some awareness of audience and purpose by giving opinion and other elements as appropriate e.g. humour.</li> </ul>
To present writing	<ul style="list-style-type: none"> <li>Can confidently share writing with range of audiences show awareness of volume, tone and intonation.</li> </ul>
	<ul style="list-style-type: none"> <li>Can show awareness of volume and intonation when taking part in speaking and listening activities (e.g. discussions, presentations, performances, role play, improvisations and debates).</li> </ul>
Oracy	<ul style="list-style-type: none"> <li>To be able to consider movement when addressing an audience.</li> <li>To begin to start using pauses for effect in presentational talk or talk within lessons.</li> <li>To ask a probing question.</li> <li>To carefully consider words and phrases that are used when expressing their ideas and to think about how this benefits the purpose of talk.</li> <li>To be able to give supporting evidence eg: using a previous example or linking to a previous historical event.</li> </ul>



# Muschamp Primary School

## Writing progressions



YEAR 5	
	Expected
To use imaginative description	<ul style="list-style-type: none"> <li>Can use personification and metaphors to enhance writing.</li> <li>Can expand noun phrases and use a range of nouns and pronouns to avoid repetition.</li> <li>Can use adverbial phrases for precision.</li> </ul>
To organise writing appropriately	<ul style="list-style-type: none"> <li>Can plan by noting and develop initial ideas, drawing on reading and research where necessary.</li> <li>Can organise texts appropriately according to purpose and reader (caption, headings, font, letter formats, newspaper formats and paragraphs).</li> <li>Can begin to link paragraphs using adverbials of time (Later that day, Moments later etc).</li> <li>Can begin to link paragraphs using adverbials of place (Nearby etc).</li> <li>Can begin to link paragraphs using adverbials of number (Secondly etc).</li> </ul>
To use sentences appropriately	<ul style="list-style-type: none"> <li>Can use correct tense choice within a piece of work and explain reasoning.</li> <li>Can write verbs and nouns that agree.</li> <li>Can use perfect form of verbs to mark relationships of time and cause (e.g. I have/she has, I had/she had, I will have/ he will have.)</li> <li>Can create complex sentences in own writing by opening with a subordinate clause.</li> <li>Can independently attempt to use grammatically complex structures with embedded clauses (e.g. The little old man, who lived on the hill, decided brave the icy weather.)</li> <li>Can create and use complex sentences in writing by using a relative clause beginning with who, which, whose, that (e.g. Michelle screamed when she saw the spider <b>that dangled from the one clean bathroom towel.</b>)</li> <li>Can express, time, place and cause using a wider range of conjunctions (e.g. For, and, nor, but, or, yet/If, since, as, when, although, while, after, before, until, because, as well as, despite).</li> </ul>
To punctuate accurately	<ul style="list-style-type: none"> <li>Can use commas to clarify meaning or avoid ambiguity in shared writing (E.g. Eats, shoots and leaves vs eats shoots and leaves).</li> <li>Can use brackets in own writing with support.</li> <li>Can use dashes in shared writing.</li> <li>Can use a colon to introduce a list and bullet points to list information that continues from a heading e.g. Egyptian men: <ul style="list-style-type: none"> <li>Were... (punctuation can be inconsistent at this stage).</li> </ul> </li> <li>Can show a growing awareness of balancing speech and dialogue.</li> <li>Can use more complex conjunctions in formal writing (despite, since, although, as well as).</li> </ul>
To spell correctly	<ul style="list-style-type: none"> <li>Can convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) with support.</li> <li>Can use verb prefixes (e.g. dis-, de-, mis-, over- and re-).</li> <li>Can spell most words with silent letters correctly (e.g. subtle, doubt).</li> <li>Can spell many of the Y5/Y6 word list correctly.</li> <li>Can use first 3-4 letters of a word to check its spelling in a dictionary.</li> </ul>
To present work neatly	<ul style="list-style-type: none"> <li>Can write with increasing speed.</li> <li>Can ensure upper and lower case letters are regular size.</li> </ul>
To analyse writing	<ul style="list-style-type: none"> <li>Can plan and discuss work.</li> <li>Can edit and improve own work looking for spelling and punctuation mistakes.</li> <li>Can offer advice to other people who are struggling with their work.</li> <li>Can discuss what makes a piece of work outstanding – giving direct evidence.</li> <li>Can discuss work using grammatical terminology (modal verb, relative, pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity).</li> </ul>
To write with purpose	<ul style="list-style-type: none"> <li>Can engage and involve the reader through use of questions, tension, suspense, humour etc.</li> <li>Can use rhetorical questions where appropriate.</li> <li>Can select the correct use of verbs (e.g. perhaps, surely) and modal verbs (e.g. might, should, must) to indicate degrees of possibility.</li> <li>Can sustain writing in a way that is varied, lively and interesting across a range of genres.</li> </ul>
To present writing	<ul style="list-style-type: none"> <li>Can share work confidently with an awareness of intonation, volume and movement to make most meanings clear.</li> <li>Can participate in a range of speaking and listening activities showing an awareness of tone, intonation, volume and movement to make most meanings clear (e.g. discussions, presentations, performances, role play, improvisations and debates).</li> </ul>



# Muschamp Primary School

## Writing progressions



Oracy	<ul style="list-style-type: none"><li>• To project their voice to a large audience.</li><li>• To use an increasingly sophisticated range of sentences with fluency and accuracy.</li><li>• To be able to draw upon knowledge of the world to support their own points of view and explore different perspectives that may differ from their own.</li></ul>
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# Muschamp Primary School

## Writing progressions



YEAR 6	
	Expected
To use imaginative description	<ul style="list-style-type: none"> <li>Can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instruction and persuasive writing).</li> <li>Can describe settings, characters and atmosphere in narrative.</li> </ul>
	<ul style="list-style-type: none"> <li>Can independently group ideas for effect without prompting (e.g. uses pattern of three: exhausted, tired and hungry or deliberate repetition: It is clear....it is clear...)</li> </ul>
To organise writing appropriately	<ul style="list-style-type: none"> <li>Can use a range of devices to link cohesion (e.g. conjunctions, adverbials or time and place, pronouns, synonyms) within and across paragraphs.</li> </ul>
	<ul style="list-style-type: none"> <li>Can plan their narratives by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul>
To use sentences appropriately	<ul style="list-style-type: none"> <li>Can vary the position of subordinate clauses - at the beginning, in the middle and at the end of sentences without prompting.</li> </ul>
	<ul style="list-style-type: none"> <li>Can vary sentence structure when appropriate and decide when to intermingle with simple structures for effect (e.g. multiple clauses, short sentences, one word sentences etc.).</li> </ul>
	<ul style="list-style-type: none"> <li>Can use the passive and active voice to vary work. E.g. Beautiful giraffes roam the savannah. (Active) The savannah is roamed by beautiful giraffes. (Passive)</li> </ul>
To punctuate accurately	<ul style="list-style-type: none"> <li>Can use the range of punctuation taught at key stage 2 mostly correctly:                             <ul style="list-style-type: none"> <li>-full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>-using commas after fronted adverbials.</li> <li>-indicating possession by using possessive apostrophe with plural nouns.</li> <li>-using and punctuating direct speech.</li> <li>-using commas to clarify meaning or avoid ambiguity in writing.</li> <li>-using hyphens to avoid ambiguity.</li> <li>-using brackets, dashes or commas to indicate parenthesis.</li> <li>-using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>-using a colon to introduce a list.</li> <li>-punctuating bullet points correctly.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Can integrate dialogue in narrative to convey character and advance the action.</li> <li>Can use inverted commas mostly correctly.</li> </ul>
	<ul style="list-style-type: none"> <li>Can use commas mostly correctly to clarify meaning.</li> <li>Can make some use of hyphens.</li> </ul>
To spell correctly	<ul style="list-style-type: none"> <li>Can add prefixes and suffixes using the spelling rule for adding –s or –es.</li> </ul>
	<ul style="list-style-type: none"> <li>Can spell most words correctly (Y5/Y6) and use a dictionary to check the spelling of uncommon or ambitious vocabulary.</li> <li>Can use a thesaurus to select an appropriate synonym.</li> </ul>
To present work neatly	<ul style="list-style-type: none"> <li>Can maintain legibility in joined handwriting when writing at speed.</li> </ul>
To analyse writing	<ul style="list-style-type: none"> <li>Can plan, discuss and complete own work - editing throughout.</li> </ul>
	<ul style="list-style-type: none"> <li>Can edit and improve their own work and that of others on completion and discuss it using grammatical terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity).</li> </ul>
	<ul style="list-style-type: none"> <li>Can use verb tenses consistently and correctly throughout their writing.</li> </ul>
To write with purpose	<ul style="list-style-type: none"> <li>Can use modal verbs mostly appropriately to show viewpoint.</li> </ul>
	<ul style="list-style-type: none"> <li>Can develop ideas through controlled use of 'show not tell'.</li> <li>Can develop ideas through the controlled use of elaboration or imaginative detail.</li> </ul>
	<ul style="list-style-type: none"> <li>Can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision – independently in free writing.</li> </ul>
	<ul style="list-style-type: none"> <li>Can select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately (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).</li> </ul>



# Muschamp Primary School

## Writing progressions



To present work	<ul style="list-style-type: none"><li>• Can share their work with awareness of intonation, volume and movement to make meanings clear and maintain the interest of the audience.</li><li>• Can participate in a range of speaking and listening activities showing an awareness of tone, intonation, volume and movement to make meanings clear and maintain the interest of the audience (e.g. discussions, presentations, performances, role play, improvisations and debates.)</li></ul>
Oracy	<ul style="list-style-type: none"><li>• To speak fluently in front of an audience.</li><li>• To be able to vary sentence structure and length for effect when speaking.</li><li>• To be able to spontaneously respond to increasingly complex questions, citing evidence where possible.</li></ul>

