



Swalecliffe Community Primary School  
Child First, Pupil Second

## WRITING – Progression in Grammar

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Transcription - Spelling:</b>	<ul style="list-style-type: none"> <li>I can write from memory simple dictated sentences containing GPCs taught so far.</li> <li>I can spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.</li> <li>I can spell common exception words.</li> <li>I can spell words using the prefix un e.g. unhappy.</li> <li>I can spell words with the suffixes -ing, -ed, -er and -est where <u>no</u> change is made to the root e.g. helping, helper, quickest.</li> <li>I can understand the difference between singular and plural, and add suffix -s and -es to words.</li> <li>I can name the letters of alphabet in order.</li> <li>I can spell the days of the week.</li> <li>I can recognise and spell a set of simple compound words.</li> </ul>	<ul style="list-style-type: none"> <li>I can write from memory, simple dictated sentences containing GPCs taught so far.</li> <li>I can spell accurately most words containing previously taught phonemes.</li> <li>I can spell common exception words (Y1 and some from Y2).</li> <li>I can accurately spell words using affixes e.g. un-, -ing, -ed, -er, and -est where the root doesn't change.</li> <li>I can add suffixes to spell longer words e.g. -ment, -less, -ness, -ful, -ly, where root does not change.</li> <li>I can split and spell compound words.</li> <li>I can attempt to spell common contractions; e.g. it's, can't.</li> <li>I can mark singular possession using apostrophe.</li> </ul>	<ul style="list-style-type: none"> <li>I can write from memory simple dictated sentences, including familiar GPCs, common expectation words and punctuation.</li> <li>I can accurately spell an increasing number of words with prefixes e.g. ex-, re-.</li> <li>I can accurately spell further words with suffixes e.g. -ure, -ion, -ble.</li> <li>I can write words spelt with 'ou' e.g. young, trouble.</li> <li>I can write words spelt 'ei', eight or 'ey' e.g. vein, weight.</li> <li>I can accurately spell homophones and near homophones e.g. break / brake, serial / cereal.</li> <li>I can use apostrophe to mark singular and plural possession.</li> <li>I can spell words with irregular verb endings.</li> <li>I can spell a range of words from the Yr3/4 statutory word list.</li> <li>I can write some words spelt with 'ch' e.g. echo, machine.</li> </ul>	<ul style="list-style-type: none"> <li>I can write from memory simple dictated sentences, including familiar GPCs, common expectation words and punctuation.</li> <li>I can use knowledge of morphology to spell words with prefixes e.g. auto-, mini-, tele-.</li> <li>I can accurately spell further words with suffixes e.g. -ure, -ion, -ble.</li> <li>I can add suffixes which begin with a vowel.</li> <li>I am beginning to use apostrophe to mark plural possession e.g. the girls' names.</li> <li>I can accurately spell words from Y3/4 statutory word list.</li> <li>I use the first 2 or 3 letters of words to check spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>I can write accurately from memory dictated sentences which include words from Yr3/4 and some from the Yr5/6 list.</li> <li>I can spell most words with Yr3/4 suffixes accurately and some from Yr5/6 e.g. -cious, -cial, -ant, -ent, -ance.</li> <li>I can spell most words with Yr3/4 prefixes accurately and some from Yr5/6 e.g. pre-, sub-, il-.</li> <li>I can spell homophones from Yr5/6 list.</li> <li>I can spell correctly words with silent letters e.g. knight, solemn.</li> <li>I can spell the majority of words from the Yr3/4 statutory word list and some words from the Yr5/6 list.</li> </ul>	<ul style="list-style-type: none"> <li>I can hyphenate words.</li> <li>I can write accurately, from memory, dictated sentences which include words from the KS2 curriculum (including 3/4 and 5/6 lists).</li> <li>I can use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Yr 5/6 spelling e.g. pre-, re-, -able, -ible, -acy, -graph, etc.</li> <li>I can use appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns .</li> <li>I can spell some challenging homophones from Y5/6 list.</li> <li>I can spell the majority of the words from the Y5/6 list.</li> <li>I can use the first 3 or 4 letters of a word to check spelling and meaning.</li> </ul>
<b>Transcription - Handwriting:</b>	<ul style="list-style-type: none"> <li>I can sit correctly at a table and hold a pencil comfortably and correctly.</li> </ul>	<ul style="list-style-type: none"> <li>I can hold a pencil correctly.</li> <li>My handwriting is legible.</li> </ul>	<ul style="list-style-type: none"> <li>My writing is legible.</li> <li>My letters are gaining in consistency of size and formation. Capital letters are the correct</li> </ul>	<ul style="list-style-type: none"> <li>My writing is legible.</li> <li>My letters and digits are consistently formed and of the correct size and orientation.</li> </ul>	<ul style="list-style-type: none"> <li>My writing is legible and becoming increasing fluent (quality may not be maintained at speed).</li> </ul>	<ul style="list-style-type: none"> <li>My writing is legible and becoming increasing fluent (quality may not be maintained at speed).</li> </ul>

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>I can begin to form lower case letters.</li> <li>I can form capital letters and digits (there may be some inconsistency in size).</li> <li>I understand which letters belong to handwriting 'families'.</li> <li>I understand some spaces are left between words (may be inconsistent).</li> </ul>	<ul style="list-style-type: none"> <li>I can do letters and digits mostly formed accurately with some consistency in size.</li> <li>My spacing is appropriate to size of letters.</li> <li>Some letters are joined correctly.</li> </ul>	<ul style="list-style-type: none"> <li>size relative to lower case.</li> <li>My writing is sufficiently spaced so that ascenders and descenders do not meet.</li> <li>I can use cursive script to join.</li> </ul>	<ul style="list-style-type: none"> <li>I know which letters are appropriate to join.</li> <li>My letters are consistently joined.</li> </ul>	<ul style="list-style-type: none"> <li>I can make correct choices about whether to join or print letters (e.g. to label a diagram).</li> <li>I know which letters are appropriate to join.</li> </ul>	<ul style="list-style-type: none"> <li>I can make the correct choice about whether to join or print letters (e.g. to label a diagram).</li> </ul>
<b>Composition - Planning:</b>	<ul style="list-style-type: none"> <li>I can compose sentences orally before writing</li> <li>I can talk about where the sentence begins and ends.</li> </ul>	<ul style="list-style-type: none"> <li>I can compose sentences orally and use drafting process to gather and write ideas and key words.</li> </ul>	<ul style="list-style-type: none"> <li>I can compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan writing according to similar texts - discussing structure, vocabulary and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan writing by making notes and then develops initial ideas by reading and researching other writer's texts and thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss and develop ideas; routinely drafting before and after writing.</li> <li>I can make notes and develop initial ideas by reading and researching other writers' texts and thoughts.</li> <li>I can choose appropriate tone for writing based on audience and purpose; drawing appropriate features from models of similar writing.</li> </ul>
<b>Composition - Drafting and writing:</b>	<ul style="list-style-type: none"> <li>I can attempt to write appropriately to task.</li> <li>I can sequence simple sentences and sentence-like form to create short narratives based on real or fictional experiences.</li> </ul>	<ul style="list-style-type: none"> <li>I can write narratives about personal experiences (real and fictional) sometimes maintaining form.</li> <li>I can write about real events sometimes maintaining form.</li> <li>I can write poetry and begin to recognise its difference from other forms.</li> </ul>	<ul style="list-style-type: none"> <li>I can write to suit purpose, showing some features of genre.</li> <li>I can write chronological narratives with simple beginning, middle and end.</li> <li>With scaffolding, I can organise sections within a theme.</li> <li>I can describe characters, setting and plot with some interesting detail on narrative.</li> <li>I can write non-narrative with use of headings and subheadings.</li> <li>I can use an increasing range of sentence structures, including dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>I can write to suit purpose, with a growing awareness of audience, using some appropriate features.</li> <li>I can organise writing into paragraphs, including fiction and non-fiction.</li> <li>I can appropriately uses a range of presentational devices, including title and subheadings.</li> <li>I can write a narrative which describes characters, setting and plot with interesting detail.</li> <li>I have increased range of sentence structures and richer vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>I can write to suit purpose and with a growing awareness of audience, using appropriate features e.g. humour or suspense.</li> <li>I can organise writing into sections or paragraphs; create cohesion by linking ideas between paragraphs (joins between sections may need development).</li> <li>I can use a range of presentational devices, including use of title, subheadings and bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>I can adapt form and style to suit purpose and audience.</li> <li>I can use paragraphs to develop and expand some ideas in depth; add detail within each paragraph (coverage may not always be even).</li> <li>I can use a range of devices to link ideas within and across paragraphs, e.g. adverbials, repetition of phrase or linked themes.</li> <li>I can use a range of presentational devices including the use of bullet points, tables, columns and underlining</li> </ul>

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Composition - Evaluating and editing:</b></p>	<ul style="list-style-type: none"> <li>I can re-read writing to check it makes sense.</li> <li>I can discuss writing with others and make simple changes where suggested.</li> <li>I can read writing aloud.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate writing with the teacher and other children.</li> <li>I can re-read and check that writing makes sense and verbs are used correctly and consistently.</li> <li>I can proof-read for errors and discuss word choices, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>I can edit my own work and the work of others.</li> <li>I can re-read and check my own writing to make improvements to grammar, spelling and punctuation e.g. ensuring accurate use of pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>I use dialogue, although balance between dialogue and narrative may be uneven.</li> </ul>	<ul style="list-style-type: none"> <li>I can use dialogue to indicate character and event.</li> <li>I can describe characters, setting and plot with growing precision and well chosen detail to interest the reader.</li> <li>I am starting to establish a view point.</li> <li>I can use a range of sentence starters to create specific effects.</li> <li>I can use expanded noun phrases.</li> <li>I can find key words and ideas and begin to write a summary.</li> <li>I can use a thesaurus to improve vocabulary use.</li> </ul>	<ul style="list-style-type: none"> <li>I can use dialogue to structure and guide the reader.</li> <li>I can integrate dialogue to convey character and advance the action.</li> <li>I can describe characters, settings and atmosphere with precision.</li> <li>I can summarise longer passages when required.</li> <li>I can use a range of sentence starters to create specific effects.</li> <li>I can use expanded noun phrases to add well thought out detail.</li> <li>I can establish a viewpoint (e.g. commenting on characters and events).</li> <li>I can use thesaurus to improve vocabulary choices.</li> </ul>
<p><b>Vocabulary, grammar and punctuation:</b></p>	<ul style="list-style-type: none"> <li>I can leave spaces between words.</li> <li>I can use 'and' and 'but' to join words and clauses.</li> <li>I can sometimes use a capital letter and full</li> </ul>	<ul style="list-style-type: none"> <li>I can use sentences with different forms; statement, question, exclamation and command sentence.</li> <li>I can use expanded noun phrases to describe and specify e.g. the blue butterfly.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.</li> </ul>	<ul style="list-style-type: none"> <li>I can edit my own work and the work of others.</li> <li>I can proof read, edit and revise according to grammar, vocabulary and punctuation.</li> <li>I can read writing to an audience in an interesting and clear manner.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate and edit work by comparing it with the work of others.</li> <li>I can proof read and edit making changes to vocabulary, grammar and punctuation.</li> <li>I can ensure consistent use of tense throughout writing.</li> <li>I can edit to ensure singular and plural words are accurate as well as to check for Standard English.</li> <li>I can read work aloud so meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate and edit work by comparing it with the work of others'.</li> <li>I can evaluate writing to propose vocabulary, grammar and punctuation changes.</li> <li>I can edit work to ensure use of singular and plural words as well as standard English.</li> <li>I can proof read work to correct spelling and punctuation mistakes.</li> <li>I can read work aloud so meaning is clear.</li> </ul>
<p><b>Vocabulary, grammar and punctuation:</b></p>	<ul style="list-style-type: none"> <li>I can write a range of sentence structures ( simple and complex - including relative clauses).</li> <li>I can use modal verbs to indicate degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.</li> <li>I can use a variety of connectives to join</li> </ul>	<ul style="list-style-type: none"> <li>I understand relative clauses which begin with relative clause pronouns: who, which, where, when, whose.</li> <li>I can use modal verbs (can/could, may/might) to explain how something might be</li> </ul>	<ul style="list-style-type: none"> <li>I can write a range of sentence structures ( simple and complex - including relative clauses).</li> <li>I can use modal verbs to indicate degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a range of sentence structures ( simple and complex - including relative clauses).</li> <li>I can use modal verbs to indicate degrees of possibility.</li> </ul>

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>stop to show sentence boundaries.</p> <ul style="list-style-type: none"> <li>I can sometimes use a question mark or exclamation mark.</li> <li>I can sometimes use a capital letter for names of people, days of the week and the personal pronoun 'I'.</li> <li>I am beginning to use some of the features of standard English, e.g. I did.</li> <li>I can use some grammatical terms when discussing my writing, such as capital letter, full stop, adjective.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise and use present and past tense correctly and consistently.</li> <li>I can co-ordinate some sentences using 'or' and 'but'.</li> <li>I can use subordination - when, if, that, and because.</li> <li>I can use capital letters for some proper nouns and the personal pronoun I.</li> <li>I can use punctuation to mark some sentences including capital letters, full stops, question marks and exclamation marks, and some commas in lists.</li> <li>I can begin to identify the following word classes; noun, adjective, verb and adverb.</li> <li>I can sometimes use appropriate features of Standard English (subject / verb agreement).</li> </ul>	<ul style="list-style-type: none"> <li>I can write sentences that contain more than one clause.</li> <li>I can express time, place and cause using conjunctions e.g. when, while, so because. Use co-ordinating and simple subordinating conjunctions to join clauses.</li> <li>I can identify and use a range of preposition.</li> <li>I can consolidate knowledge of word classes; noun, adjective, verb and adverb.</li> <li>I can use a or an according to whether word begins with a consonant or vowel.</li> <li>I am beginning to know what a phrase is.</li> <li>I can usually use the past or present tense appropriately. Sometimes using the present perfect e.g. He has gone out to play.</li> <li>I know word families e.g. solve, solution, solver, dissolve, insoluble to help working with meaning.</li> <li>I can demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</li> <li>I can identify direct speech. I am beginning to use inverted commas for direct speech.</li> <li>I understand that adding a suffix can change word class.</li> </ul>	<p>words and sentences e.g. or, but, of, when, although.</p> <ul style="list-style-type: none"> <li>I can vary sentence openers, changing pronoun e.g. he/Jim.</li> <li>I am beginning to use fronted adverbials (e.g. later that day, I heard), using a comma after these.</li> <li>I am beginning to understand the difference between phrases and clauses.</li> <li>I can confidently identify subordinate and main clauses, using more complex sentences.</li> <li>I can use expanded noun phrases to write about a complex object e.g. a rare, beautiful jewel and adverbial phrases to expand sentences e.g. with great enthusiasm.</li> <li>I can demarcate with accuracy including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists and for fronted adverbial.</li> <li>I can punctuate speech accurately using inverted commas.</li> <li>I can identify correct determiner e.g. a, an, these, those.</li> <li>I can use the past, present or future tense and first / third person consistently.</li> </ul>	<p>possible and use adverbs to show degrees of possibility.</p> <ul style="list-style-type: none"> <li>I can confidently identify and select determiners.</li> <li>I can choose vocabulary to suit formal and informal writing, with guidance.</li> <li>I can use vocabulary which is becoming more precise.</li> <li>I can use a dictionary and thesaurus to check meaning and expand vocabulary.</li> <li>I can use direct and reported speech.</li> <li>I can convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.</li> <li>I can understand and use a range of prefixes e.g. dis-, mis-, over-.</li> <li>I can demarcate sentences correctly and use commas in a complex sentence. I am beginning to use punctuation for parenthesis (brackets, commas).</li> <li>I can use a colon to introduce a list and a semi-colon to separate phrases in a list.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a wide range of punctuation including brackets and dashes; commas for pauses and to separate clauses; colons and semi-colons for lists; hyphens; consistent use of bullet points and ellipsis.</li> <li>I can maintain correct verb tense.</li> <li>I can use passive verbs to affect focus of information in a sentence (e.g. change 'Mr. Jones taught the lesson' into 'The lesson was taught by Mr. Jones').</li> <li>I can identify a range of noun types.</li> <li>I can use comparatives and superlatives.</li> <li>I can identify subject and object.</li> <li>I can identify synonym and antonym.</li> <li>I can understand how a range of affixes alter meaning and suitability of words.</li> <li>I can select formal and informal vocabulary and grammar.</li> <li>I can use vocabulary which is varied, interesting and precise.</li> <li>I can use colons, semi-colons and dashes to separate clauses.</li> </ul>