**Manor Road *Writing* Progression and End Points**

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| **Word Reading** | **End of EYFS** | **End of Y1** | **End of Y2** | **End of Y3** | **End of Y4** | **End of Y5** | **End of Y6** |
|  | * Saying out loud what we are going to write about * Composing a sentence orally before writing * Write a simple sentence * Segment words into phonemes and represent these with graphemes, spelling a few correctly * Spell some Phase 2,3 and 4 tricky words correctly * Starting to write a sentence with a capital letter and a full stop * Form some lowercase letters in the correct direction, starting and finishing in the right place * Use some ascenders and defenders correctly * Be aware of finger spaces and attempt to use them * Show an awareness of sitting letters on the line | * Sequence sentences to form a short narrative * Re- read what they have written to check it makes sense * Read aloud their writing clear enough to be heard by their peers and the teacher. * Leave finger spaces between words * Use /and/or/but to join clauses * Punctuate sentences using a capital letter and a full stop * Segment words into phonemes and represent these with graphemes, spelling some words correctly * Spell all Y1 common exception words correctly with some Y2 words * Know how to use a capital letter for people, places, days of the week and the personal pronoun I * Using letter names * Add suffixes –s, -es as a plural for nouns and third person singular verbs * Add prefix un- * Use –ing, -ed, -er and est where no change is needed * Form most lowercase letters in the correct direction, starting and finishing in the right place * Use many ascenders and defenders correctly * Form capital letters and digits 0-9 * Sit letters on the line in some writing | * Write simple, coherent narratives about personal experiences and those of others (real or fictional) * Write about real events, recording these simply and clearly * Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required * Use present and past tense mostly correctly and consistently * Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses * Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others * Spell many common exception words\* * Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters * Use spacing between words that reflects the size of the letters. * Use a capital letter for people, places, days of the week and the personal pronoun I * Consider what they are going to write by planning/ writing ideas * Make simple additions, revisions and corrections to writing by re-reading, proof-reading and evaluating. * Spell more contracted forms * Learn the possessive apostrophe | * Write effectively and coherently for different purposes and audiences, showing an awareness of appropriate language * Use present and past tense mostly correctly and consistently. * Use paragraphing and organisational devices to structure writing * Use co-ordination and subordination to extend sentences (e.g. when, if, because, although) * Use expanded noun phrases and some adverbs and prepositions to express time and cause. * Use punctuation taught at KS1 correctly in most of their writing * (full stops, capital letters, question marks, exclamation marks, commas in lists). * Write direct speech using some inverted commas. * Use some apostrophes for singular and plural possession. * Make simple additions, revisions and proof-reading corrections to their own writing, assessing its effectiveness. * Spell most Y2 common exception words correctly and some from the Y3/4 list. * Spell most contracted words correctly. * Use diagonal and horizontal strokes needed to join letters. | * Organise paragraphs around a theme, suited to the genre being written. * Use co-ordination and subordination to form effective complex sentences. * Choose appropriate pronouns to avoid repetition of nouns. * Use apostrophes for singular and plural possession (e.g. girl’s dress, girls’ toilet). * Use fronted adverbials with a comma to develop sentences. * Punctuate speech accurately. * Add detail to y writing through the use of adverbs, prepositions and expanded noun phrases. * Use the correct tense throughout a piece of writing. * Use ‘was’ and ‘were’ correctly. * Beginning to check spelling in a dictionary. * Make simple additions and proof-reading corrections to own and the writing of others. * Spell most words correctly (Years 3 and 4 curriculum word list). * Maintain neatness, fluency and speed in handwriting. | * Beginning to create atmosphere using imaginative description of setting and convincing characterisation. * Use co-ordination and subordination to form effective complex sentences * Beginning to use some devices to build cohesion within and across sentences * Can sometimes choose vocabulary and grammar appropriate to a written task * Demonstrate some different clause structures taught in previous years (subordinate, independent, adverbials) * Use relative clauses * Beginning to use passive verbs * Beginning to use modal verbs (e.g. should, would, could, might, etc.) * Use ‘was’ and ‘were’, ‘a’ and ‘an’ and auxiliary verbs such as ‘have’ correctly correctly * Add detail, explanation and precision in writing through the use of: adverbs, prepositional phrases and expanded noun phrases * Punctuate speech accurately * Use some commas to clarify meaning, brackets and dashes to show parenthesis, semi-colons (within lists and to mark the boundary between independent clauses) and colons to introduce a list. * Use some hyphens to avoid ambiguity (e.g. man-eating shark, re-cover) * Spell most words correctly (years 3 and 4 curriculum word list). * Spell some words correctly (years 5 and 6 curriculum word list). * Maintain neatness, fluency and speed in handwriting. | * Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) * Create atmosphere using imaginative description of setting and convincing characterisation. * Integrate dialogue in narratives to convey character and advance the action. * 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). * Use a range of devices to build cohesion (e.g. subordinating and coordinating conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. * Use verb tenses consistently and correctly throughout writing. * Use relative clauses. * Use ‘was’ and ‘were’, ‘a’ and ‘an’ and auxiliary verbs such as ‘have’ correctly. * Add detail, explanation and precision in my writing through the use of: adverbs, prepositional phrases and expanded noun phrases. * Use inverted commas to punctuate speech accurately. * Use dashes mostly correctly. * Use semi-colons mostly correctly. * Use colons mostly correctly * Use hyphens mostly correctly. * Spell most words correctly (years 5 and 6 curriculum word list). * Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. * Maintain neatness, legibility, fluency and speed in joined handwriting when writing at speed. |