**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.
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