

ST CLEMENT'S WRITING PROGRESSION

Spelling

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can spell words by identifying the sounds and then writing the sound with the letter or letters.	<p>I can name the letters of the alphabet in order</p> <p>I can spell words containing set 1 sounds: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk , set 2 sounds : ay ee igh ow oo oo ar or air ir ou oy and set 3 sounds : ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure</p> <p>I can spell words with -tch (<i>fetch, hutch</i>)</p> <p>I can spell words with the /v/ sound at the end of words (have, live)</p> <p>I can spell words with the consonant spellings ph and wh</p> <p>I can spell days of the week</p> <p>I can spell common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there,</p>	<p>I can spell words that end with -el, -al and -il.</p> <p>I can spell words with the /ai/ sound spelt -y at the end of words.</p> <p>I can add -es to words ending in -y by changing the y to i and adding es.</p> <p>I can add the suffixes -ing to root words ending in y</p> <p>I can add suffixes -er, -ed and -est to root words ending in -y with a consonant before it by changing the y to i</p> <p>I can add the suffixes -ing, -er, -ed -est and -y to root words ending in -e with a consonant before it by dropping the e</p> <p>I can add the suffixes -ing, -er, -ed -est and -y to words ending in a short vowel and consonant by doubling the last consonant.</p> <p>I can spell words where: <b>1) s</b> makes the <b>zh</b> sound.</p>	<p>I can spell words where the short i sound is spelt with the letter y</p> <p>I can add the prefixes dis- in- and re-.</p> <p>I can add the prefix im- to root words beginning with m or p</p> <p>I can add the prefixes anti-, super- and sub-.</p> <p>I can add -ation to verbs to form nouns.</p> <p>I can add the suffix -ly to adjectives to form adverbs.</p> <p>I can spell words ending in -ture.</p> <p>I can add the suffix -ous.</p> <p>I can add the suffix -ion (<i>to root words ending in t or te</i>)</p> <p>I can add the suffix -ian (<i>to root words ending in c or cs</i>)</p>	<p>I can spell words where the short <b>u</b> sound is spelt <b>ou</b></p> <p>I can add the prefixes mis-, auto-, il- and inter.</p> <p>I can add the prefix ir- to words beginning with r.</p> <p>I can spell words ending in <b>zhuh</b> spelt <b>-sure</b></p> <p>I can add the prefixes super- and sub-</p> <p>I can spell words with the <b>c</b> sound spelt <b>-que</b> and the <b>g</b> sound spelt <b>-gue</b></p> <p>I can spell words with the <b>s</b> sound spelt <b>sc</b></p> <p>I can spell words with the <b>ay</b> sound spelt <b>ei, eigh, ey</b></p> <p>I can spell the homophones and near homophones : groan/grown, main/mane, peace/piece, berry/bury, pair/pear,</p>	<p>I can spell words ending in <b>shus</b> spelt <b>-cious and -tious.</b></p> <p>I can spell words ending in <b>shul</b> spelt <b>-cial or -tial</b></p> <p>I can spell words ending in <b>-ent,-ence -ant, -ance</b> and <b>-ancy</b></p> <p>I can spell words ending in -ible and -able</p> <p>I can spell words ending in -ibly and -ably.</p> <p>I can spell words where the <b>ee</b> sound is spelt <b>ei</b></p> <p>I can spell words with the silent letters <b>b, t</b></p> <p>I can spell words that contain the letter string -ough: uff (as in puff) spelt ough: off (as in toff ee) spelt ough: or (as in for) spelt ough:</p> <p>I can spell the homophones and near homophones: cereal/serial, heard/herd, steal/steel, stationery/stationary, father/ farther, allowed/aloud, guessed/guest, passed/past,</p>	<p>I can add suffixes beginning with vowel letters to words ending in -fer.</p> <p>I can choose the correct spellings ei and ie.</p> <p>I can spell words with the silent letters k,g,l,n</p> <p>I can spell words that contain the letter string -ough: ou (as in shout) spelt ough: ow (as in blow) spelt ough: u (as in up) spelt ough:</p> <p>I can spell the homophones and near homophones: principal/principle, bridal/bridle, proceed/precede, weary/wary, morning/mourning, assent/ascent, compliment/complement, draft/draught, desert/dessert, advice/advise, practice/practise, device/devise, licence/license</p> <p>I can spell words from the year 5/ 6 word list (see RWI coverage document)</p>

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		<p>where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p> <p>I can add -s or -es to show plural nouns</p> <p>I can add the prefix un-</p> <p>I can add -ing, -ed, -er and -est where no change is needed to the root word#</p> <p>I can spell words in a phonically plausible way.</p> <p>I can spell simple compound words</p>	<p>2) the <b>or</b> sound spelt <b>a</b> before <b>l</b> and <b>ll</b>.</p> <p>3) the <b>u</b> sound spelt <b>o</b>, and the <b>or</b> sound spelt <b>ar</b> after <b>w</b>.</p> <p>4) the <b>ee</b> sound spelt <b>ey</b>.</p> <p>5) the <b>o</b> sound spelt <b>a</b> after <b>w</b> and <b>qu</b>.</p> <p>6) the <b>ir</b> sound spelt <b>or</b> after <b>w</b></p> <p>I can add the suffixes -ment, -ness, ful and -less where there is no change to the root word and where y changes to i</p> <p>I can spell the homophones and near homophones : see/sea, son/sun, blew/blue, knight/night, saw/sore, quite/quiet, their/they're / there, no/know, right/write, four/for, to/two/too, week/weak, knows/nose, ate/eight</p> <p>I can spell words ending in -tion.</p>	<p>I can spell words with the <b>c</b> sound spelt <b>ch and</b> with the <b>sh</b> sound spelt <b>ch</b>.</p> <p>I can spell the homophones and near homophones : where/wear, meet/meat, great/grate, bear/bare, break/brake, whether/weather, ball/bawl, not/knot, plain/plane, scene/seen, hear/here, be/bee, male/mail</p> <p>I can spell words from the year 3 / 4 word list with a silent letter: answer island February length strength business.</p> <p>I can check spelling in a dictionary by using the 1<sup>st</sup> letter of the word.</p>	<p>reign/rain/rein, heal/heel, missed/mist, who's/whose, accept/except, affect/effect,</p> <p>I can spell words from the year 3/ 4 word list</p> <p>I can check spelling in a dictionary by using the first 2 or 3 letters of the word.</p>	<p>I can spell words from the year 5/ 6 word list (see RWI coverage document)</p> <p>I can check spelling and meaning in a dictionary by using the first 3 or 4 letters of the word.</p> <p>I can use a thesaurus when prompted.</p>	<p>I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>I can use a thesaurus independently to find a range of synonyms and antonyms</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>I can use a range of small tools</p> <p>I can begin to show accuracy and care when drawing.</p> <p>I can write recognisable letters, most of which are correctly formed</p>	<p>I can sit correctly at a table and hold a pencil correctly.</p> <p>I can write lower case letters correctly, starting and finishing in the right place</p> <p>I can write capital letters correctly and the correct size in relation to lower case letters.</p> <p>I can write the digits 0-9 correctly</p> <p>I can leave spaces between words.</p>	<p>I can form capital letters and digits of the correct size and orientation in relation to one another and to lower case letters.</p> <p>I use accurate spacing between words.</p> <p>I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left un joined.</p> <p>I can make accurate joins in my writing all of the time in my writing.</p>	<p>I can increase the legibility, consistency and quality of my handwriting when writing at pace.</p> <p>I can ensure the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently.</p>	<p>I can use the appropriate standard of handwriting for the particular task eg a quick note or a final handwritten version.</p> <p>I can confidently use diagonal and horizontal joining strokes throughout my independent writing in a legible, fluent and speedy way.</p>	<p>I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>I can choose the writing implement best suited to the task.</p> <p>I can recognise when to use an unjoined style eg labelling a diagram.</p>
	Punctuation	<p>I can use a capital letter to start a sentence.</p> <p>I can use a full stop to end a sentence.</p>	<p>I can use a capital letter when I write the word I.</p> <p>I can use capital letters for the names of people and places, days of the week and months of the year.</p> <p>I can write sentences with accurate capital letters and full stops.</p> <p>I can sometimes use question marks and</p>	<p>I can use commas to separate items in a list.</p> <p>I can use an apostrophe for singular possession.</p> <p>I can use an apostrophe for contraction to show where letters are missing.</p> <p>I can use question marks and exclamation</p>	<p>I can use inverted commas to show when somebody is speaking.</p> <p>I can use an apostrophe for plural possession.</p>	<p>I can use inverted commas for speech and accurate punctuation before I close my speech marks.</p> <p>I can use a comma to separate speech and reporting clause.</p> <p>I can use a comma after fronted adverbials.</p>	<p>I can use commas to separate main and subordinate clauses.</p> <p>I can use brackets, dashes or commas to show where an extra thought or idea has been added into a main clause (including for relative clauses).</p> <p>I can use a range of punctuation to create effect (dash for</p>

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		exclamation marks at the end of a sentence.	marks at the end of a sentence.		I can use a comma after subordinate clauses.	interruption, ellipsis for pause).  I can use a dash to show where a character has been interrupted in direct speech.	I can punctuate bullet points accurately.  I can use a hyphen to join two words to make a single adjective (man-eating shark) and to avoid ambiguity.	
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar & Vocabulary	I can use conjunctions, with my teacher's support, when I share my ideas and experiences eg and, because, so	I can join words using and  I can write simple sentences with co-ordinating conjunctions and, but	I can use co-ordinating conjunctions to join two clauses (and, or, but).  I can use subordination to join clauses (when, if, that, because).	I can use subordination to join clauses (when, if, that, because).  I can write sentences with different forms – commands, questions, statements.	I can use subordination to join clauses (when, if, that, because, although, while, as ).  I can use co-ordinating conjunctions to join two clauses (FANBOYS)	I can use subordination to join clauses (when, if, that, because, although, while, as, whereas, even though ).  I can start sentences with subordinate clauses eg Terrified, he ... Grinning menacingly, he...	I can use tag questions (you would do the same, wouldn't you?) as a way of giving opinion or persuading  I can use direct speech to show character including with an expanded reporting clause Eg "Stop!" he shouted, picking up the stick and running after the thief.	I can use emotion, action and imagination to show how the setting / situation makes the character feel.  I can use 1st person in diaries, direct address in instructions and rhetorical questions in persuasion.
	I can write a simple sentence with a verb and subject.	I can use subordination to join clauses (because)  I can use adverbs of time (then, next)  I can use the correct pronoun.  I can use the prefix un- to change the meaning of verbs and adjectives.	I can use adverbs of time (Last time, also, after, then, soon, at last, and another thing).  I can create expanded noun phrases by adding adjectives to a noun phrase e.g. 'the biggest feast of their lives', 'long, swishy tails'	I can choose the correct determiner a or an  I can use pronouns and nouns to avoid repetition  I can use a range of adjectives to avoid the obvious words (big, happy, etc)  I can use powerful verbs (stare, slither, tremble) including	I can use possessive pronouns to avoid repetition.  I can use fronted adverbials: I can start sentences with adverbial phrases for manner (how), time (when) and place (beside the waterfall, under the trees)	I can describe setting using metaphors and personification  I can expand before and after the noun including using relative clauses Eg with granite cottages painted white  I can start sentences with adverbial phrases  I can start sentences with similes	I can use formal and informal vocabulary eg said versus alleged or reported.  I can use the subjunctive verb form. (GD)  I can use figurative language inc similes, metaphors and alliteration to emphasise a description.  I can integrate speech in narrative to convey character and move the action forward.	

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			<p>I can use adverbs for description and information.</p> <p>I can use similes</p>	<p>powerful speech verbs</p> <p>I can use adverbs to show character e.g. He tiptoed quietly and carefully.</p> <p>I can start sentences with adverbial phrases for manner (how) and time (when) (later that day, during the winter, as slowly as he could).</p> <p>I can use prepositions of time, place and cause</p>	<p>I can use adjectives to expand noun phrases. e.g. Mr Twit was a dirty, hairy man with long, soggy spaghetti in his beard</p> <p>I can use repetition, alliteration and onomatopoeia to interest the reader.</p> <p>I can use similes to describe setting and character.</p> <p>I can write sentences of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into the seat.</p>	<p>I can use relative clauses to split up a main clause. (who, which, where, whose, that). Eg Peter, who was laughing loudly, fell off his chair.</p> <p>I can drop in clauses with omitted relative pronoun Eg Peter, laughing loudly, fell off his chair. Poor Tim, exhausted by so much effort, ran home.</p> <p>I can indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>I can convert nouns and adjectives into verbs using -ate, -ise and -ify.</p>	<p>I can use colloquial expressions (GD) and contracted verb forms to make dialogue realistic.</p> <p>I can use passive and active voice to change the way information is presented in a sentence.</p>
Tense	<p>I can use past, present and future tense when I talk about events, experiences and ideas.</p>	<p>I can add -s or -es to verbs to show the 3<sup>rd</sup> person singular</p> <p>I can write sentences using past, present and future tense.</p>	<p>I use the past, present or future tense at the right times in my writing.</p>	<p>I can use the present perfect tense</p>	<p>I can use the correct tense consistently. I can use past tense, progressive and present perfect.</p> <p>I can use was and were correctly for singular and plural.</p>	<p>I can use the correct verb endings for singular and plural</p> <p>I can use consistent and correct tense</p>	<p>I can use verb tense accurately including past and present perfect.</p> <p>I can use the correct verb endings for singular and plural</p>

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Composition

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can write simple phrases and sentences that can be read by others.</p> <p>I can retell stories and narratives which have been read to me using my own words and recently introduced vocabulary.</p> <p>I can re-read my writing and check it makes sense.</p>	<p>I can write a few sentences together to make a short story.</p> <p>I can sequence my sentences in a story with adverbs of time (then, next) and recently introduced vocabulary.</p> <p>I can re-read what I have written to check it makes sense.</p>	<p>I can use story maps/boxing up grids to plan my writing.</p> <p>I can write simple coherent narratives using adverbs of time to make my writing flow in the right order (Last time, also, after, then, soon, at last, and another thing).</p> <p>I can write about real events.</p> <p>I can use headings, sub-headings and did you know? facts in non-fiction.</p>	<p>I can use paragraphs to group sentences together which are about the same idea/topic and use a topic sentence.</p> <p>I can use headings and sub-headings to set out my work clearly for the reader</p> <p>I can create my own characters, settings and plots in stories.</p> <p>I can check my writing makes sense and check spelling and punctuation.</p> <p>I can improve my writing by changing vocabulary.</p>	<p>I can use paragraphs to plan stories and non-fiction texts before I write.</p> <p>I can use paragraphs to group sentences together which are about the same idea/topic and use a topic sentence.</p> <p>I use engaging headings, sub-headings and labelled diagrams to set out my work clearly for the reader.</p> <p>I can write stories with setting, 2-3 distinguishable characters and plot.</p> <p>I can check my writing makes sense and check spelling and punctuation.</p> <p>I can improve my writing by changing vocabulary, drawing on stories I have read.</p> <p>I can begin to read aloud my writing</p>	<p>I can begin paragraphs with topic sentences / rhetorical question then build on the main idea</p> <p>I can use adverbial phrases to link ideas within paragraphs and across paragraphs: time (later, after a while) place (nearby, beneath the door) number (secondly)</p> <p>I set out my work clearly for the reader in different ways: - sub-headings, bullet points, diagrams, graphs, underlining key words.</p> <p>Increase effectiveness of narrative writing and describe setting, character and narrative. I can use short sentences to create suspense and make a sudden impact on the reader. (And then it happened, there was a sudden noise, etc.)</p> <p>I can proof read for spelling and punctuation errors.</p> <p>I can improve my writing by making changes to</p>	<p>I can build cohesion across and within paragraphs</p> <p>I can use word choice to link ideas eg. repetition of a word or phrase, using pronouns or synonyms.</p> <p>I can use conjunctions and adverbials to link ideas eg. on the other hand, in contrast, or as a consequence</p> <p>I can set out my work clearly for the reader in different ways: - sub-headings, bullet points, diagrams, graphs, glossary, fact boxes, underlining key words.</p> <p>In narrative, describe settings, character and atmosphere. I can use senses to introduce and develop character. I can use examples from authors to describe setting, character and atmosphere.</p> <p>I can proof read for spelling and punctuation errors.</p>

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					with intonation and volume.	grammar, vocabulary and punctuation.  I can perform my compositions confidently using intonation, pace and volume.	I can assess the effectiveness of my writing and make changes to grammar, vocabulary and punctuation for effect.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology		letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	I can identify and name grammar terminology in a WAGOLL and use this to make a toolkit  preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	I can identify and name grammar terminology in a WAGOLL and use this to make a toolkit.  determiner pronoun, possessive pronoun adverbial	I can identify and name grammar terminology in a WAGOLL and use this to make a toolkit.  modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points