

### Crosby Writing Progression document

Year group	Transcription Spelling and handwriting	Vocabulary, punctuation and grammar	Composition plan, draft, practice, write and review
<b>F2</b>	<ul style="list-style-type: none"> <li>- Children show good control and co-ordination in large and small movements.</li> <li>- They handle equipment and tools effectively, including pencils for writing.</li> <li>- Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>- They write some irregular common words.</li> <li>- <b>They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</b></li> <li>- <b>Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Gives meaning to the marks they paint, draw and write</li> <li>- Use capital letter and full stops</li> <li>- Break flow of speech into words</li> </ul>	<ul style="list-style-type: none"> <li>-They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> <li>-<b>They use key features of narrative in their own writing</b></li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>- Spells words containing the 40+ phonemes taught</li> <li>- Spells many Y1 common exception words</li> <li>- Spells the days of the week</li> <li>- Forms most lower case letters correctly starting and finishing in the right place</li> <li>- Forms digits 0-9 correctly</li> <li>- Forms most capital letters correctly</li> <li>- <b>Spells most Y1 common exception words</b></li> </ul>	<ul style="list-style-type: none"> <li>- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>- Uses a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>- Ideas predominantly joined using 'and'</li> <li>- Most sentences demarcated with capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>-Compose a sentence orally before writing</li> <li>-Some awareness of purpose with basic ideas and content usually linked to the task</li> <li>-Say out loud what they are going to write about</li> <li>-Simple viewpoint indicated</li> <li>-Written composition resembles orally composed sentences</li> <li>-Writes a dictated sentence</li> <li>-Beginning to organise ideas into an appropriate order of sentences.</li> <li>-Sequences sentences to form short-narratives.</li> <li>-Re-reads writing to check it makes sense</li> <li>-Sentences sequenced into short narratives and key features may be present</li> <li>- <b>Ideas and content linked to the task</b></li> <li>- <b>Sentences sequenced into short narratives and some key features are present</b></li> <li>- <b>Re-reads writing to check it makes sense without prompt</b></li> <li>- <b>Sentences are correctly ordered</b></li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>- Spell many common exception words</li> </ul>	<ul style="list-style-type: none"> <li>- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>- Use present and past tense mostly correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>-Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>-Write about real events, recording these simply and clearly</li> </ul>

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	<ul style="list-style-type: none"> <li>- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>- Use spacing between words that reflects the size of the letters.</li> <li>- <b>Spell most common exception words</b></li> <li>- <b>Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)</b></li> <li>- <b>Use the diagonal and horizontal strokes needed to join some letters</b></li> </ul>	<ul style="list-style-type: none"> <li>- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>- <b>Use the punctuation taught at key stage 1 mostly correctly</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</b></li> <li>- <b>Make simple additions, revisions and proof-reading corrections to their own writing</b></li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>- Adding suffixes to spell most words correctly –ment, -ness, -full, -less, -ly</li> <li>- Spelling most common exception words correctly</li> <li>- Spelling most words with contractions correctly</li> <li>- Consistently uses joined, legible handwriting with clear distinction between letter size and shape.</li> </ul>	<ul style="list-style-type: none"> <li>- Using paragraphs to group related material, sometimes correctly</li> <li>- Many correct uses of : Capital letters, full stops, Question marks, Exclamation marks, Commas to separate items on a list, Apostrophes to show missing letters in contractions and singular possession</li> <li>- Beginning to use inverted commas to punctuate speech</li> <li>- Using conjunctions: because, Although, When, If</li> <li>- preposition and adverbs to indicate time, place and cause</li> <li>- Use an/a correctly</li> <li>- Tense choice are appropriate and accurate (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person)</li> </ul>	<ul style="list-style-type: none"> <li>- Can write about their own and others' experiences real and fictional</li> <li>- Make correction to improve the consistency of own writing- punctuation, grammar, vocabulary with prompting.</li> <li>- <b>Organise a paragraph around a clear theme</b></li> <li>- <b>Develops characters, settings or plots further</b></li> <li>- <b>Shows an awareness of reader and purpose</b></li> <li>- <b>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</b></li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>- Spelling homophones and near homophones mostly correctly</li> <li>- Spelling many common exception words correctly</li> <li>- Producing consistently legible joined handwriting</li> <li>- <b>Spelling most 3/4 common exception words correctly</b></li> </ul>	<ul style="list-style-type: none"> <li>- Using paragraphs to show change in time, location, topic and person</li> <li>- Using the present perfect form of verbs in contrast to the past tense</li> <li>- Capital letters</li> <li>- Full stops</li> <li>- Question marks</li> <li>- Exclamation marks</li> <li>- Comma after fronted adverbials</li> <li>- Apostrophes to mark singular and plural possession</li> <li>- Using modifying adjectives to expand noun phrases</li> <li>- Using some pronouns to replace repeated nouns</li> <li>- Using co-ordinating and some subordinating conjunctions</li> <li>- Opening sentences with fronted adverbials</li> <li>- Direct speech punctuated correctly including new line, new speaker.</li> </ul>	<ul style="list-style-type: none"> <li>- Make correction to improve the consistency of own writing- punctuation, grammar, vocabulary</li> <li>- Writing mostly in Standard English, avoiding spoken colloquialisms</li> </ul>

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		<ul style="list-style-type: none"> <li>- <b>Conjunctions to link paragraphs</b></li> <li>- <b>Comma to mark clauses</b></li> <li>- <b>Word choice match the purpose and audience of the text</b></li> <li>- <b>Uses reporting clause first in correctly punctuated direct speech</b></li> </ul>	
<b>5</b>	<ul style="list-style-type: none"> <li>- Spell many verb prefixes and suffixes correctly</li> <li>- Spell many Y5/6 words correctly</li> <li>- Write legibly, fluently and with increasing speed</li> <li>- Show some adaptation of handwriting for different tasks, purposes and effect</li> </ul>	<ul style="list-style-type: none"> <li>- Use the full range of punctuation to Year 4: Full Stops, Capital Letters, Question Marks, Exclamation Marks, Commas within lists, Apostrophes</li> <li>- Use different verb forms mostly correctly</li> <li>- Make some use of commas to clarify meaning or avoid ambiguity with increasing confidence.</li> <li>- Use a wider range of devices between sentences and paragraphs to build cohesion including place/time/number adverbials.</li> <li>- Use complex sentence structures appropriately</li> <li>- Use relative clauses with a relative pronoun to add further detail</li> <li>- <b>Begin to use punctuation for effect</b></li> <li>- <b>Some use of punctuation to separate clauses (dashes, semi-colons, colons)</b></li> <li>- <b>Use a range of clause structure with some variation of position within sentences</b></li> <li>- <b>Some use brackets, dashes or commas to indicate parenthesis.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Write for different purposes and audiences, confidently selecting the appropriate structure and organisation</li> <li>- Describe settings, characters and atmosphere to consciously engage the reader using ambitious vocabulary and some figurative language</li> <li>- Use dialogue to convey a character with extended reporting clauses</li> <li>- Use some organisational/presentational devices that are relevant to the text type</li> <li>- Use paragraphs to organise ideas</li> <li>- Proof read work and assess effectiveness of own/others' writing and make some corrections/improvements</li> <li>- <b>Select vocabulary and grammatical structures that reflect the level of formality required in many instances</b></li> <li>- <b>Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. Confident use of figurative language.</b></li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>- Spell correctly most words from the year 5 / year 6 spelling list</li> <li>- Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>- Maintain legibility in joined handwriting when writing at speed</li> </ul>	<ul style="list-style-type: none"> <li>- Integrate dialogue in narratives to convey character and advance the action</li> <li>- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately: using contracted forms, using passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility</li> <li>- Use a range of devices to build cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms: Conjunctions, Adverbials of time and place, Pronouns, Synonyms</li> <li>- Use verb tenses consistently and correctly throughout their writing</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- In narratives, describe settings, characters, atmosphere</li> <li>- <b>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing e.g. literary language, characterisation, structure</b></li> <li>- <b>Distinguish between the language of speech and writing and choose the appropriate register</b></li> <li>- <b>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</b></li> </ul>

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		<ul style="list-style-type: none"><li>- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li><li>- <b>Use the range of punctuation taught at key stage 2 correctly e.g. semi-colons, dashes, colons, hyphens</b></li><li>- <b>When necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</b></li></ul>	
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