



Progression: Compositional Skills of Writing

Linked National Curriculum Programmes of Study: Writing - Composition and Writing - Vocabulary, Grammar and Punctuation

| Y1 Expected Standard | Y2 Expected Standard | Y3 Expected Standard | Y4 Expected Standard | Y5 Expected Standard | Y6 Expected Standard |
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| <p>The pupil can, after discussion with the teacher: <i>Write sentences by sequencing sentences to form short narratives (KPI) or a piece of information writing</i></p> <p>Compose a simple sentence orally before writing it</p> <p><i>Write sentences by re-reading what has been written to check that it makes sense (KPI)</i></p> <p>Use and join words and clauses</p> <p><i>Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences (KPI)</i></p> | <p>The pupil can, after discussion with the teacher:</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> | <p>The pupil can: <i>In narratives, create settings, characters and plot (KPI)</i></p> <p>Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of their writing</p> <p><i>Organise paragraphs around a theme (KPI)</i></p> <p><i>Use headings and sub-headings to aid presentation (KPI)</i></p> <p>Plan, draft, write, evaluate and edit writing with simple notes</p> <p><i>Use the present perfect form of verbs instead of the simple past (KPI)</i></p> <p><i>Express time, place and cause using conjunctions (KPI) adverbs and prepositions</i></p> <p>Use most punctuation taught previously (full stops, capital letters, question marks, exclamations, commas in lists)</p> <p><i>Begin to use inverted commas to punctuate direct speech (KPI)</i></p> | <p>The pupil can: <i>In narratives, write with a clear structure, including settings, characters and plot (KPI)</i></p> <p>Organise ideas appropriately for a range of purposes and audiences</p> <p><i>Organise paragraphs around a theme (KPI)</i></p> <p>Proof-read and edit in order to make improvements to spelling, punctuation, grammar and vocabulary, using a dictionary where appropriate</p> <p><i>Choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition (KPI)</i></p> <p><i>Use fronted adverbials (KPI)</i></p> <p><i>Use standard English forms for verb inflections instead of local spoken forms (KPI)</i></p> <p>Use a wide range of subordinating conjunctions to add relevant detail to multi-clause sentences</p> <p>Use nouns, pronouns and tenses and accurately and consistently throughout and to aid cohesion</p> <p><i>Use inverted commas and other punctuation to indicate direct speech (KPI)</i></p> | <p>The pupil can: <i>Describe settings, characters and atmosphere (KPI)</i></p> <p><i>Identify the audience for and purpose of the writing (KPI)</i></p> <p><i>Select the appropriate form and use other similar writing as a model for their own (KPI)</i></p> <p>Select appropriate grammar and vocabulary, understanding how choices affect meaning</p> <p><i>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) (KPI)</i></p> <p><i>Ensure the consistent and correct use of tense throughout a piece of writing (KPI)</i></p> <p><i>Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) (KPI)</i></p> <p><i>Use commas to clarify meaning or avoid ambiguity (KPI)</i></p> <p>Use brackets, dashes or commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity, mostly correctly</p> | <p>The pupil can: In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Use verb tenses consistently and correctly throughout their writing</p> <p>Use the range of punctuation taught at KS2 mostly correctly (English Appendix 2)</p> |

