

# Writing Skills Progression



	Year 1 Criteria for EXS	Year 2 Criteria for EXS	Year 3 Criteria for EXS
<b>Sentence structure, punctuation and handwriting</b>	<ul style="list-style-type: none"> <li>Finger spaces</li> <li>Capital letter for beginning of sentences</li> <li>Capital letters for names of people, places and days of week</li> <li>Capital letter for personal pronoun 'I'</li> <li>Full stops (some accurate use)</li> <li>Coordinating conjunction 'and'</li> <li>Simple sentences make sense</li> <li>Sentences are sequenced</li> <li>Correct lower case, capital letter and digit formation</li> </ul>	<p><b>All Year 1 Criteria +</b></p> <ul style="list-style-type: none"> <li>Capital letters always used accurately</li> <li>Full Stops, Question and Exclamation Marks</li> <li>Commas in lists</li> <li>Coordinating conjunctions 'and', 'but', 'so', 'or',</li> <li>Subordinating conjunctions 'because', 'when', 'if'</li> <li>Sentences make sense and are sequenced</li> <li>Past and present tense used correctly</li> <li>Begin joining letters correctly</li> <li>Use spacing that reflects the size of the letters</li> </ul>	<p><b>All Year 1 &amp; Year 2 Criteria +</b></p> <ul style="list-style-type: none"> <li>Accurate capital letters, full stops, question marks and exclamation marks</li> <li>Accurate use of commas in lists</li> <li>Apostrophes for contraction and possession</li> <li>Inverted commas for direct speech</li> <li>Subordinating conjunctions 'when', 'before', 'after', 'while', 'if' 'because'.</li> <li>Sentences make sense and are written in the correct tense</li> <li>Paragraphs are used to group related material</li> <li>Greater consistency of joined handwriting</li> </ul>
<b>Additional grammar to be introduced and evidenced</b>	<ul style="list-style-type: none"> <li>Nouns, verbs, adjectives</li> <li>Regular plural noun and verb suffixes (s or es)</li> <li>Suffixes that can be added to verbs where no change is needed in spelling of root words (ing, ed, er ,est)</li> <li>Prefix 'un' to change meaning</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes for possession (singular) and omission</li> <li>Statements, commands, questions and exclamations</li> <li>Noun phrases: <i>that dog, Aunt Audrey's dog, the dog on the sofa, the neighbour's dog that chases our cat, the dog digging in the new flower bed, the black dog</i></li> <li><i>Progressive form of verbs (-ing, he is running, she was walking)</i></li> <li>Formation of nouns using suffixes and by compounding (<i>whiteboard, superman</i>)</li> <li>Formation of adjectives using suffixes (<i>fastest, slowest</i>)</li> <li>Adverbs of time (e.g. <i>first, next, finally</i>)</li> <li>Use of <b>ly</b> to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Determiners 'a' and 'an' used correctly</li> <li>Range of adverbs (<b>then, next, soon, therefore</b>) to express time place and cause</li> <li>Range of prepositions (<b>before, after, during, in, because of</b>) to express time, place and cause</li> <li>Present perfect form of verbs (e.g. <b>He has gone out to play.</b>)</li> <li>Form nouns using a range of prefixes (e.g. <b>super-,anti-,auto-</b>)</li> <li>Word families based on common words (e.g. solve, solution, solver, dissolve, insoluble)</li> </ul>

	Year 4 Criteria for EXS	Year 5 Criteria for EXS	Year 6 Criteria for EXS
<b>Sentence structure, punctuation and handwriting</b>	<p><b>All Year 1, 2 &amp; 3 Criteria +</b></p> <ul style="list-style-type: none"> <li>• Accurate use of capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction/possession/plural nouns).</li> <li>• All speech punctuation</li> <li>• Variety of sentence structures using subordinate and main clauses marked by commas</li> <li>• Paragraphs used to organise ideas around a theme</li> <li>• Writing is cohesive: ideas are well sequenced, linked and cohesive devices (e.g. conjunctions, pronouns) are used effectively</li> <li>• Greater quality, consistency and fluency of handwriting</li> </ul>	<p><b>All Year 1, 2, 3 &amp; 4 Criteria +</b></p> <ul style="list-style-type: none"> <li>• Commas, brackets or dashes for parenthesis</li> <li>• Commas to clarify meaning and avoid ambiguity</li> <li>• Wide variety of sentence structures and lengths using subordinate clauses <b>(including relative clauses: who, which, where, when, whose, that)</b> and main clauses.</li> <li>• Range of devices used to build cohesion within and across paragraphs <b>(e.g. linking ideas between paragraphs)</b></li> <li>• Legible, fluent style of handwriting when writing at speed</li> </ul>	<p><b>All Year 1, 2, 3, 4 &amp; 5 Criteria +</b></p> <ul style="list-style-type: none"> <li>• Semi-colons, colons and dashes to mark boundaries between main clauses <b>(e.g. It's raining; I'm fed up)</b></li> <li>• Colon to introduce a list and use of semi-colon within lists</li> <li>• Use hyphens to avoid ambiguity <b>(e.g. man eating shark versus man-eating shark)</b></li> <li>• Wide and varied sentence structures and lengths</li> <li>• Linking ideas within and across paragraphs using a wide range of cohesive devices: repetition of a word or phrase, grammatical connections <b>(e.g. the use of adverbials such as on the other hand or in contrast, and ellipsis)</b></li> <li>• Maintain a consistent, legible, fluent style of handwriting when writing at speed</li> </ul>
<b>Additional grammar to be introduced and evidenced</b>	<ul style="list-style-type: none"> <li>• Grammatical difference between plural and possessive 's'</li> <li>• Standard English for verb forms <b>(e.g. 'we were' not 'we was')</b></li> <li>• Expanded noun phrases through use of modifying adjectives, nouns and preposition phrases <b>(e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair')</b></li> <li>• Fronted adverbials (e.g. <b><u>Later that day</u></b>, I heard bad news)</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Using adverbials of time (later), place (nearby), number (secondly) or tense choices (he had seen her before)</li> <li>• Converting nouns or adjectives into verbs using prefixes <b>(e.g. dis-, de-)</b> and suffixes <b>(e.g. -ate, -ise, -ify)</b></li> <li>• Adverbs to indicate degrees of possibility <b>(e.g. perhaps, surely)</b></li> <li>• Modal verbs to indicate degrees of possibility <b>(e.g. might, should, will)</b></li> </ul>	<ul style="list-style-type: none"> <li>• The difference between vocabulary and structures typical of informal speech and that of formal speech and writing <b>(e.g. find out – discover; ask for – request; go in – enter)</b></li> <li>• Subjunctive form <b>(e.g. If I <u>were</u> or <u>were</u> <u>they</u>)</b></li> <li>• Synonyms and antonyms</li> <li>• Active and passive voice</li> <li>• Subject/object</li> <li>• Using bullet points accurately</li> </ul>