



WARREN PARK PRIMARY SCHOOL

WRITING A Progression of Skills for Teaching and Assessment



22-36 months	Distinguishes between the different marks they make.		
30-50 months	Sometimes gives meaning to marks as they draw and paint. Ascribes meaning to marks that they see in different places.		
40-60 months	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sounds in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p>		
ELG	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.		
Autumn	Signed off by:	Date signed:	Child's year group:
Spring	Signed off by:	Date signed:	Child's year group:
Summer	Signed off by:	Date signed:	Child's year group:



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	<u>TRANSCRIPTION</u>		<u>COMPOSITION</u> (Plan, draft, write, evaluate and edit)	<u>GRAMMAR</u>	<u>PUNCTUATION</u>
	Spelling	Handwriting			
Beginning to...	<p>Identify and spell Phase 3 phonemes.</p> <p>Identify and spell Phase 3 tricky words (see L&S pg. 194).</p> <p>Identify and spell Phase 3 HFW's (see L&S pg. 194).</p>	<p>Sit correctly at a table, holding a pencil comfortably and appropriately.</p> <p>Form capital letters and lower case letters, and differentiate between the two</p> <p>Form digits 0-9.</p>	<p>Write in different forms e.g. lists, captions and simple sentences.</p> <p>Compose a sentence orally before writing it.</p>		<p>Show awareness of how full stops are used in writing (full stops may be used to mark the end of a line rather than a sentence).</p> <p>Use capital letters for the start of a sentence.</p>
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Spring		Signed off by:	Date signed:	Child's year group:	
Summer		Signed off by:	Date signed:	Child's year group:	
Developing...	<p>Consolidate Phase 3 phonemes in CCVC, CCV, CCVCC, CCCVC, CCCVCC words (Phase 4)</p> <p>Identify and spell phase 4 tricky words (see L&S pg. 194).</p> <p>Identify and spell Phase 4 HFWs (see L&S pg. 194).</p> <p>Know the /n/ sound spelt n before k.</p> <p>Know the /tch/ sound as it appears when straight after a single vowel letter e.g. catch, kitchen.</p> <p>Know that words don't end in a 'v' - it must be followed by an 'e' e.g. give, live, have.</p> <p>Know words that end in -y i.e. happy, funny, party.</p> <p>Know that the /f/ sound can be spelt as -ph e.g. dolphin</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place i.e. showing correct orientation using cursive script.</p>	<p>Write from memory simple sentences dictated that include words taught so far.</p> <p>Combine words to make a sentence.</p> <p>Sequence sentences to form short narratives.</p> <p>Read aloud own writing clearly enough to be heard and understood.</p> <p>Use story language - some appropriate vocabulary linked to the context.</p>	<p>Use the word 'and' to join words and sentences.</p>	<p>Use capital letters for names of people and places, the days of the week and the personal pronoun <i>I</i>.</p> <p>Show evidence of how full stops are used to indicate the end of a sentence.</p>



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	Know that the /w/ sound can be spelt as -wh e.g. when, where, which.				
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Spring		Signed off by:	Date signed:	Child's year group:	
Summer		Signed off by:	Date signed:	Child's year group:	
Working within...	<p>Identify and spell phase 5 phonemes (alternative graphemes).</p> <p>Identify and spell Phase 5 tricky words (see L&S pg. 194).</p> <p>Identify and spell Phase 5 HFWs (see L&S pg. 194).</p> <p>Use the spelling rule for adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix -un and understand the changes in meaning of verbs and adjectives.</p> <p>Add the suffixes -ing -ed and -er -est to adjectives and verbs respectively, where no change is needed to the spelling of root words.</p> <p>Spell days of the week.</p> <p>Know that compound words are two words joined together e.g. football.</p>	<p>Clearly use ascenders and descenders.</p> <p>Write with consistent spaces between words which reflect the size of letters.</p>	<p>Write simple questions.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Discuss what they have written with teacher or peers.</p>	<p>Understand the term noun in singular and plural forms.</p> <p>Use time conjunctions e.g. first, next, then.</p>	<p>Use full stops and capital letters more consistently.</p> <p>Use question marks to punctuate sentences.</p> <p>Use apostrophes in phase 3, 4 & 5 words e.g. don't, I'm, it's, she's, didn't.</p>
Autumn		Signed off by:	Date signed:	Child's year group:	
Spring		Signed off by:	Date signed:	Child's year group:	
Summer		Signed off by:	Date signed:	Child's year group:	

YEAR 1 AGE ACCOMPLISHED

ALL statements evidenced and mastered within unsupported writing tasks i.e Big Write.



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	<u>TRANSCRIPTION</u>		<u>COMPOSITION</u> (Plan, draft, write, evaluate and edit)	<u>GRAMMAR</u>	<u>PUNCTUATION</u>
	Spelling	Handwriting			
Beginning to ...	<p>Consolidate use of Phase 5 phonemes, graphemes and tricky words in own writing.</p> <p>Spell next 200 HFWs (see L&S pg. 195).</p> <p>Know the /j/ sound spelt as -ge and -dge at the end of words, or -g elsewhere in words before e, i and y e.g. badge, bulge, giant.</p> <p>Know the /s/ sound spelt c before e, i and y e.g. ice, fancy, city.</p> <p>Know the /n/ sound spelt kn and gn at the beginning of words e.g. knock, knat.</p> <p>Know the /r/ sound spelt wr at the beginning fo words e.g. write, wrap.</p> <p>Know the /l/ sound spelt -le at the end of words e.g. table, apple.</p> <p>Know the /l/ sound spelt -el at the end of words e.g. camel, towel.</p> <p>Know the /l/ sound spelt -al at the end of words e.g. metal, animal.</p> <p>Know the /y/ spelt -y at the end of words e.g. cry, try, reply.</p>	<p>Form lower case letters of the correct size relative to one another.</p>	<p>Show a beginning, middle and end (perhaps with 3 short simply structured sentences).</p> <p>Use vocabulary appropriate to subject with some words being written for effect.</p>	<p>Uses simple and compound sentences by using co-ordinating conjunctions e.g. and, but, then, or</p> <p>Understand and identify sentences which form questions, statements and commands.</p> <p>Transform sentences from singular to plural.</p> <p>Use the term verb appropriately.</p> <p>Understand and identify a main clause.</p> <p>Identify adverbs.</p> <p>Use some grammatical agreement in writing matching verbs to nouns / pronouns correctly e.g. I am, the children are</p>	<p>Demarcate sentences correctly with capital letters and full stops</p> <p>Use question marks when using question words e.g. who, what, where, when, why</p> <p>Use exclamation marks to show surprise, humour, joy, fear, anger, pain or to give an order.</p>
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Developing...	<p>Add the suffix -es to nouns (creating plurals) and verbs ending in -y e.g. babies, carries.</p> <p>Add -s to nouns ending in -ey to create plurals e.g. donkeys, monkeys</p> <p>Add the suffixes -ed, -ing, -er, -est to a root word ending in -y with a consonant before it e.g. happier, cried, happiest.</p> <p>Add the suffixes -ing, -ed, -er, -est and -y to words ending in e with a consonant before it e.g. hiking, nicest, shiny.</p> <p>Add the suffixes -ing, -ed, -er, -est and -y to one syllable words ending in a single consonant after a single vowel e.g. stopped, patting, saddest.</p> <p>Know the /o/ sound (hot) is spelt 'a' after w and qu e.g. want, watch, squash.</p> <p>Add the suffixes -ment, -ness, -ful, -less and -ly to root words and understand how this changes the meaning of the root word.</p> <p>Add the suffixes -ment, -ness, -ful, -less and -ly to root words with more than one syllable, ending in y with a consonant before it e.g. merriment, happiness</p>	<p>Make diagonal joins to letters with ascenders e.g. ai, ar, un.</p> <p>Make horizontal joins to letters without ascenders e.g. ou, vi, wi.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>Confidently use time connecting words e.g. first, next, then.</p> <p>Evaluate own writing with the teacher and other pupils (self/peer marking).</p> <p>Write with a sense of audience.</p> <p>Write with a clear beginning, middle and end.</p> <p>Use adjectives to add details to engage the reader.</p>	<p>Identify and use the term adjective appropriately and experiment with them in own writing.</p> <p>Identify and expand noun phrases to describe and specify.</p> <p>Use the regular past tense correctly and with increasing consistency.</p> <p>Understand the differences between tense: past, present and future. Using suffixes to signal which tense e.g. walked, walking, walk</p>	<p>Use other common capitalisations for proper nouns e.g. personal titles, headings, book titles, emphasis.</p> <p>Confidently use capital letters and full stops, question marks and exclamation marks to demarcate sentences within extended writing.</p>
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Working within...	<p>Know words ending in -tion e.g. station, fiction.</p> <p>Know common homophones e.g. to/two/too, their/there/they're, one/won, see/sea, knight/night</p> <p>Spells irregular verb/tense changes e.g. go, went, can, could.</p>	<p>Write with consistency in the size and proportion of all letters.</p> <p>Write using consistent spacing within and between words.</p> <p>Ensure that the downstrokes of letters are parallel and equidistant.</p> <p>Space writing accordingly to avoid ascender/ descender collision.</p>	<p>Proof read to check for errors in spelling, punctuation and grammar.</p> <p>Sustain form in narrative including use of person and time.</p> <p>Make adventurous language choices by using adjectives appropriate to style and purpose.</p> <p>Write narratives about personal experiences and those of others.</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Use organisation to reflect the purpose of writing.</p>	<p>Use subordinating conjunctions for subordinate clauses e.g. if, that, while, because, when</p> <p>Use present and past tenses correctly and consistently throughout writing.</p> <p>Begin to show consistency in the use of 1st and 3rd person in own writing.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p>Use commas for items in lists.</p> <p>Use apostrophes for contractions e.g. can't haven't</p> <p>Use apostrophes for singular possession in nouns.</p>
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	Spring	Signed off by:	Date signed:	Child's year group:	
	Summer	Signed off by:	Date signed:	Child's year group:	

YEAR 2 AGE ACCOMPLISHED

ALL statements evidenced and mastered within unsupported writing tasks i.e Big Write.



WARREN PARK PRIMARY SCHOOL

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	<u>TRANSCRIPTION</u> Handwriting and spelling	<u>COMPOSITION</u> Plan, draft, write, evaluate and edit	<u>GRAMMAR</u>	<u>PUNCTUATION</u>
Beginning to...	<p>Use all the correct formation of handwriting joins.</p> <p>Consolidate next 200 HFW's (see L&S pg. 195)</p> <p>Distinguish and spell all homophones.</p> <p>Use a/an according to whether the next words begins with a consonant or a vowel.</p> <p>Add suffixes beginning with vowel letters to words with more than one syllable.</p>	<p>Use apostrophes for contraction throughout text.</p> <p>Use adjectival and adverbial phrases to add detail to sentences.</p> <p>Use commas in a list.</p> <p>Use a range of descriptive language.</p>	<p>Construct adjectival phrases.</p> <p>Use adverbs and adverbial phrases to express time and cause (<i>then, next, soon, therefore</i>)</p> <p>Use prepositions and preposition phrases to express time and cause (<i>before, after, during, in, because of</i>)</p> <p>Identify collective nouns within a sentence.</p>	<p>Identify direct and reported speech.</p> <p>Use of inverted commas (or speech marks) to punctuate direct speech.</p> <p>Use a capital letter to mark the start of direct speech.</p>
Autumn	Signed off by:		Date signed:	Child's year group:
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Summer	Signed off by:		Date signed:	Child's year group:
Developing...	<p>Understand the meaning and spell words with the following prefixes: Dis-, mis-, in(il)-, super-, sub-, inter-, sub-, anti-, auto-.</p> <p>Understand common word families, showing how words are related in form and meaning - solve, solution, dissolve, insoluble.</p> <p>Understand the term synonym and antonym.</p>	<p>Write balanced and effective sentences which are grammatically correct, including those with subordination.</p> <p>Vary the use of verbs for intensity and variety.</p> <p>Use speech punctuation effectively.</p> <p>Use a clear beginning, middle and end in which text is sequenced logically.</p>	<p>Identify the article (definite and indefinite) within a sentence.</p> <p>Use subordinating conjunctions to extend sentence range and to include expressions of time, place and cause (<i>when, before, after, while, so, because</i>)</p>	
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Working within...	<p>Use joined handwriting that is neat and legible, ensuring consistency in size, proportion and spacing between letters and words.</p> <p>Understand the meaning and spell words with the following suffixes: -ation and exceptions to root words with -ly.</p> <p>Distinguish between and spell words with ending sounding like /zhuh/ -sure and /chuh/ -ture</p>	<p>Choose and use tense consistently.</p> <p>Group related material into paragraphs.</p> <p>Use heading and sub-headings to aid presentation.</p>	<p>Identify pronouns and understand their function within a sentence.</p> <p>Understand and identify 1st, 2nd & 3rd person.</p> <p>Identify and use the present perfect form of verbs.</p>	
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Spring	Signed off by:	Date signed:	Child's year group:	
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<p>YEAR 3 AGE ACCOMPLISHED</p> <p>ALL statements evidenced and mastered within unsupported writing tasks i.e Big Write.</p>				



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Beginning to...	<p>Differentiate between plural and possessive 's'.</p> <p>Understand the meaning and spell words with the following suffix: -ous.</p> <p>Distinguish between and spell words with ending which sound like /shun/ spelt -tion, -sion, -ssion, -cian.</p>	<p>Use fronted adverbial phrases.</p> <p>Use subordinate clauses to add appropriate detail.</p> <p>Use subordinate clauses to open sentences (with correct comma placement).</p> <p>Use 1st, 2nd, 3rd person consistently.</p> <p>Use sentence punctuation effectively.</p> <p>Organise text into paragraphs to distinguish between different events.</p>	<p>Understand the basic conventions of Standard and Non-Standard English (<i>We were/we was - I did/I done</i>)</p> <p>Identify abstract nouns within a sentence.</p> <p>Identify and use possessive pronouns to avoid repetition.</p>	<p>Use apostrophes for possession with plural nouns.</p> <p>Use a comma after fronted adverbials.</p> <p>Use a comma after subordinate clauses when they are used before the main clause.</p>
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Summer		Signed off by:	Date signed:	Child's year group:
Developing...	<p>Know words with the /k/ sound spelt ch e.g. scheme, chorus, echo.</p> <p>Know words with the /sh/ sound spelt ch (mostly French in origin) e.g. chalet, machine, brochure.</p> <p>Know words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que e.g. league, antique.</p> <p>Know words with the /s/ sound spelt sc (Latin) e.g. science, discipline.</p> <p>Know words with the /ay/ sound spelt ei, igh or ey e.g. weigh, they, vein.</p>	<p>Use pronouns to avoid repetition and aid cohesion.</p> <p>Expand noun phrases using adjectival and preposition phrases.</p>	<p>Distinguish between common, collective, proper, abstract nouns and pronouns within a passage of text.</p>	
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Working within...	Build up speed whilst maintaining accuracy in cursive style and legibility. Use upper case for posters, title pages and heading etc.	Develop characterisation through dialogue. Construct formal and informal sentences appropriate for audience. Use paragraphs to signal a change of time, scene, action, mood or person.	Identify where and when a formal or informal voice would be used. Identify and select the appropriate determiner within sentences. Identify embedded clauses within a sentence.	Use inverted commas (speech marks) and all associated punctuation within direct speech.
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YEAR 4 AGE ACCOMPLISHED

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	TRANSCRIPTION Handwriting and spelling	COMPOSITION Plan, draft, write, evaluate and edit	GRAMMAR	PUNCTUATION
Beginning to...	<p>Write in a clear, neat, accurate cursive style.</p> <p>Distinguish and spell words ending in -cial, -tial.</p> <p>Spell words with endings which sound like /shus/ spelt -cious or -tious.</p>	<p>Use prepositional phrases as sentence openers.</p> <p>Use subordinate clauses and relative clauses to add relevant detail.</p> <p>Use adverbs to indicate degree of possibility (<i>perhaps, surely</i>)</p>	<p>Construct relative clauses using relative pronouns beginning with <i>who, which, where, why</i> or <i>whose</i>.</p> <p>Construct embedded clauses.</p> <p>Identify and use modal verbs to indicate degrees of possibility (<i>might, should, will, must</i>)</p>	<p>Use commas to mark embedded clauses.</p> <p>Use brackets to distinguish extra information in parenthesis.</p>
Autumn		Signed off by:	Date signed:	Child's year group:
Spring		Signed off by:	Date signed:	Child's year group:
Summer		Signed off by:	Date signed:	Child's year group:
Developing...	<p>Distinguish between and spell words ending in -able and -ible, -ably and -ibly.</p> <p>Distinguish between and spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</p>	<p>Use a variety of sentence starter techniques.</p> <p>Use embedded clauses to add meaning to a sentence.</p> <p>Use vocabulary appropriate to task, audience and purpose.</p> <p>Sustain and develop main ideas within paragraphs and sections.</p>	<p>Identify and understand alliteration and onomatopoeia as literary features.</p> <p>Identify and distinguish between main, subordinate, embedded and relative clauses within a text.</p>	
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Working within...	Write consistently in a clear, neat, accurate cursive style.	Use characterisation (including thoughts and emotions) to progress the narrative.	Identify adverbs of time , place and manner .	Use commas to clarify meaning in a complex sentence.
	Convert nouns or adjectives into verbs using suffixes e.g. -ate , -ise , ify .	Interweave elements of description, action and characterisation.		
		Use <i>cohesive devices</i> (<i>then, after, that, this, firstly</i>) to form a clear paragraphing structure which supports the chosen format.		
		Link ideas across paragraphs using adverbials of time, place, number or tense choices		
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YEAR 5 AGE ACCOMPLISHED

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Beginning to...	Add suffixes with vowels correctly to words ending -fer .	<p>Extend control of complex sentences by deploying all clauses effectively.</p> <p>Use a full range of punctuation to support the above.</p> <p>Employ sentences for specific (narrative and non-narrative) effects.</p> <p>Use a range of layout devices to structure text</p> <p>Use literary features to create effect.</p> <p>Manage development of ideas across the text from introduction to summary.</p>	<p>Choose and compare vocabulary to reflect shades of meaning.</p> <p>Identify and understand figurative and conversational speech as literary features.</p> <p>Identify and use the subjunctive form.</p> <p>Identify and use the present progressive form of verbs.</p> <p>Identify and use the past progressive form of verbs.</p>	<p>Use commas effectively, consistently and accurately to clarify meaning and avoid ambiguity within a sentence.</p> <p>Identify ellipsis and its uses.</p>
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Developing...	<p>Write fluently in a clear, joined script (approx. 1 side of A4 lined in 40mins).</p> <p>Spell words with the /ee/ sound spelt ei after c</p> <p>Words containing the letter string ough (whereby it is used for a number of different sounds)</p> <p>Spell words with silent letters which cannot be predicted from pronunciation.</p>	<p>Select and use formal and informal language appropriately for all styles and purposes.</p> <p>Choose varied and appropriate vocabulary (specific and technical words) to enhance precision and economy.</p> <p>Employ different narrative techniques (action, dialogue, quotation) to maintain the readers' interest.</p> <p>Break conventions in order to achieve specific effects.</p> <p>Use developed and appropriate layout to support the coherent organisation of ideas into paragraphs.</p>	<p>Identify and construct a passive sentence.</p> <p>Identify and construct an active sentence.</p> <p>Translate between the passive and active voice, and know what effect this has on the sentence.</p>	<p>Use of colon to introduce a list.</p> <p>Use of semi-colon within a list.</p> <p>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Punctuate bullet points to list information.</p> <p>Use of hypens to avoid ambiguity.</p>
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Working within...	Use different styles of handwriting for different purposes with a range of media, with a mature and developed personal, legible style.	Manipulate tense for effect.		Use semi-colons, colons or dashes accurately to indicate a stronger sub-division of sentence than a comma.
	Use of hyphen to link words.	Use a range of devices within and across paragraphs to achieve sustained cohesion across the text.		Use brackets, hyphens or commas to indicate parenthesis .
	Identify and choose homophones and other words that are often confused.	Choose the active or passive voice to affect the presentation of information in a sentence.		
		Select the correct format and style (inc. language choices), suitable for purpose and audience, reflecting the level of formality required		
Autumn	Signed off by:	Date signed:	Child's year group:	
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YEAR 6 AGE ACCOMPLISHED

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