

St John's Writing - Teaching and Learning Progression

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Punctuation and Grammar	YEAR 1	Use capital letters to start sentences, full stop to end and use finger spaces.		Using capital letters for all names and I. Joining words and clauses (and). Begin to use a question mark.		Adjectives with prefixes (un). Begin to use an exclamation mark.	
	YEAR 2	Write statements, questions, exclamations and commands. Use coordinating conjunctions and adjectives.		Use subordinating conjunctions, expanded noun phrases, commas in a list and adverbs.		Use apostrophes for contraction and singular possession. Identify nouns, verbs, adjectives, adverbs and conjunctions.	
Composition	YEAR 1	Orally compose sentences and write a simple sentence. Reread and check. Orally ask questions. Consider tenses.		Orally compose sentences and write simple sentences. Reread, check and discuss.		Orally compose sentences and write sequenced simple sentences. Independently begin to make simple corrections.	
	YEAR 2	To plan orally for writing. Independently make simple corrections.		To note key words for writing. Independently respond to feedback.		To plan for writing. Proofread to check for errors.	
Stamina	YEAR 1	Write a simple sentence.	Write 3 simple sentences.	Write 5 sentences.	Write 3 sentences in a sequence.	Write 5 sentences in a sequence.	Write independently 5 sequenced sentences.
	YEAR 2	Write independently 5 sequenced sentences.		To manage writing time independently.		Write a suitable amount for the text type and the time given.	
Spelling	YEAR 1	Name the letters of the alphabet. Know the days of the week.		Suffixes (s and es)	Suffixes (ing and ed)	Suffixes (er and est)	Prefix (un)
	YEAR 2	Independently use resources to support spelling.		Use common exception words.		Independently apply spelling rules.	
Handwriting	YEAR 1	Sit correctly at a table, holding a pencil comfortably and correctly. Form lower-case letters in the correct direction, starting and finishing in the right place.		Sit correctly at a table, holding a pencil comfortably and correctly. Form capital letters and numbers correctly.		Independently apply taught handwriting skills.	
	YEAR 2	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Form lower-case letters of the correct size relative to		Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.		Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	

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Punctuation and Grammar <i>Further new terminology in Appendix 2.</i>	YEAR 3	To use a and an accurately. To create complex sentences with support. To use some paragraphs with support. To use some inverted commas with support..		To recognise word families based on common words. To create complex sentences with support. To use paragraphs with support. To use inverted commas with support.		To create complex sentences. To use paragraphs. To use the present perfect form of verbs. To use inverted commas.	
	YEAR 4	To use standard English forms for verb inflections. To create expanded noun phrases with support. To use some fronted adverbials with a comma with support. To use some paragraphs organised around a theme with support. To use inverted commas with accurate punctuation inside with support.		To use apostrophes for possession with support. To create expanded noun phrases. To use fronted adverbials with a comma with support. To use paragraphs organised around a theme with support. To punctuate speech sentences with support.		To use apostrophes for possession. To use fronted adverbials with a comma. To use paragraphs organised around a theme. To punctuate speech sentences.	
Composition	YEAR 3	To orally rehearse sentences. To plan for writing. Proofread to check for simple errors (CL, FS)		To orally rehearse sentences with different structures. To discuss the themes of paragraphs. Identify and correct simple grammatical errors.		To orally rehearse sentences with varied vocabulary. To plan writing in paragraphs with support. Identify and correct spelling errors with support.	
	YEAR 4	To orally rehearse sentences with varied vocabulary. To plan writing in paragraphs with support. Proofread and correct simple errors.		To orally rehearse sentences with varied structure. To plan writing in paragraphs. Identify and correct grammatical errors.		To independently rehearse sentences. To plan writing appropriately. Edit work to make improvements with support.	
Stamina	YEAR 3	To independently write 8 sequenced sentences.		To independently write a page of sequenced writing.		To independently write two pages of sequenced writing.	
	YEAR 4	To independently write two pages of sequenced writing.		To manage writing time independently.		To write a suitable amount for the text type and the time given.	
Spelling	YEAR 3	To use the first two letters of a word to check its spelling in a dictionary.		To use apostrophes for regular plurals.		Independently apply some taught spelling rules.	
	YEAR 4	To use the first three letters of a word to check its spelling in a dictionary.		To use apostrophes for plurals.		Independently apply most taught spelling rules.	
Handwriting	YEAR 3	To join letters with some accuracy.		To sometimes recognise which letters are best left unjoined.		To write with some consistency.	

	YEAR 4	To join letters accurately.	To recognise which letters are best left unjoined.	To write consistently and legibly.
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Punctuation and Grammar <i>Further new terminology in Appendix 2.</i>	YEAR 5	To use some relative clauses with support. To accurately punctuate speech. To indicate some parenthesis with support. To use some commas to clarify meaning with support.		To use relative clauses with support. To use modal verbs with support. To indicate parenthesis with support. To use commas to clarify meaning with support.		To use relative clauses. To use modal verbs. To indicate parenthesis. To use commas to clarify meaning.	
	YEAR 6	To show the difference between formal and informal speech with support. To mark the boundary between independent clauses with support. To use hyphens to avoid ambiguity with support.	To show the difference between formal and informal speech with support. To use some passive voice with support. To mark the boundary between independent clauses with support. To use hyphens to avoid ambiguity with support.	To show the difference between formal and informal speech. To use passive voice with support. To use the subjunctive form with support. To mark the boundary between independent clauses. To punctuate bullet points with support. To use hyphens to avoid ambiguity.	To use passive voice. To use the subjunctive form. To punctuate bullet points accurately.	To independently apply all taught grammar and punctuation to writing with accuracy.	
Composition	YEAR 5	To create cohesion within a paragraph with support. To independently rehearse sentences. To plan writing appropriately. To edit work to make simple improvements with support.		To create cohesion within a paragraph. To link ideas across paragraphs with support. To note and develop initial ideas with support. To identify the audience and purpose with support. To edit work to make simple improvements.		To link ideas across paragraphs. To note and develop initial ideas. To identify the audience and purpose. To propose changes to enhance effects with support.	
	YEAR 6	To link ideas across paragraphs using a range of devices with support. To consider how authors develop characters and settings with support. To propose changes to enhance effects and clarify		To link ideas across paragraphs using a range of devices. To consider how authors develop characters and settings. To propose changes to enhance effects and clarify		To independently plan, draft, write and edit.	

		meaning with support.	meaning.	
Stamina	YEAR 5	To independently write two pages of sequenced writing.	To manage writing time independently.	To write a suitable amount for the text type and the time given.
	YEAR 6	To manage writing time independently.	To write a suitable amount for the text type and the time given.	
Spelling	YEAR 5	To use a dictionary to check spellings.	To convert nouns or adjectives into verbs. To use a thesaurus.	Independently apply some taught spelling rules.
	YEAR 6	To use a dictionary to check spellings.	To use a thesaurus.	Independently apply most taught spelling rules. To independently navigate spelling words by applying all taught skills and rules.
Handwriting	YEAR 5	To write consistently and legibly.	To choose the writing implement best suited for a task.	To write consistently and legibly with some increased speed.
	YEAR 6	To write consistently and legibly with some appropriate speed.	To write confidently, consistently and legibly with appropriate speed.	