



Hill West Primary School

Progressive Learning Journey for Writing

	Handwriting	Transcription	Composition	Vocabulary	Grammar	Punctuation
Y e a r 1	<ul style="list-style-type: none"> • I can hold a pencil correctly. • I can form lower case letters in the correct direction. • I can form capital letters. • I can form the digits 0-9. • I can notice letters that are formed in similar ways. • I am beginning to form lowercase letters to the correct size relative to one another. 	<ul style="list-style-type: none"> • I can name the letters of the alphabet. • I can spell words containing each of the 40+ phonemes I have learnt and make phonetically plausible attempts at others. • I can write GPC words. • I can spell most of the year 1 common exception words. • I can add the suffixes –s and –es, understanding singular and plural nouns. • I can use the suffixes –ing, -ed, -er and –est to spell root words. • I can spell the days of the week. • I can use the prefix un- • I can apply spelling rules. 	<ul style="list-style-type: none"> • I can orally compose a sentence before writing it. • I can correctly sequence my sentences to form short narratives (real and fictional). • I can check that my sentences make sense. • I can discuss my work with peers and teacher. • I can read aloud my writing. 	<ul style="list-style-type: none"> • I can join words and clauses using and. • I am beginning to use some expanded noun phrases to describe and specify. 	<ul style="list-style-type: none"> • I can say if a sentence makes sense. • I am beginning to understand past and present tense. • I am beginning to vary sentence forms by using statements, questions, commands and exclamation. 	<ul style="list-style-type: none"> • I can leave spaces between my words. • I am beginning to punctuate sentences using capital letters, full stops, question marks and exclamation marks. • I can use a capital letter for names of people, places and days of the week and the personal pronoun I.



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Y e a r 2	<ul style="list-style-type: none"> I can form lowercase letters to the correct size relative to one another. I can use some of the diagonal and horizontal strokes to join letters. I am beginning to talk about which letters should and shouldn't be joined. I can use the correct orientation for my letters. I can use sensible spacing between letters. 	<ul style="list-style-type: none"> I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly. I can learn the different spellings for phonemes. I can spell a few common homophones such as there/their/they're or here/hear. I can spell most of the year 2 common exception words. I can spell words with contractions using the apostrophe in the correct place e.g. can't. I can use an apostrophe for possession e.g. the girl's book. I can recognise near-homophones e.g. quite/quiet. I can write compound words. I can use the suffixes -ness, -ment, -ful, -less and -ly. I can write sentences dictated by my teacher. 	<ul style="list-style-type: none"> I can develop a stamina for writing. I can write for different purposes: narratives, real events, personal experiences (real and fictional) and poetry. I can plan what I am going to write. I can write down my ideas and vocabulary I may use in my writing. I can make simple additions, revisions and corrections to my work. I can evaluate and improve my writing with a teacher or a peer. I can re-read my sentences to check if they make sense and that I have used the correct tense e.g. verbs in the continuous form. I can proof read my work to check for errors in spelling, grammar and punctuation. I can read aloud what I have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> I can use an expanded noun phrase to describe and specify. I can use the subordination; when, if, that or because). I can use co-ordination by using and, or, but. 	<ul style="list-style-type: none"> I can vary sentence forms by using; statement, question, exclamation and command. I can use the past and present tense correctly including the progressive form. 	<ul style="list-style-type: none"> I can use full stops, capital letters, exclamation marks and questions marks confidently. I can use commas in a list. I can use apostrophes to mark singular possession. I can use apostrophes to mark contractions.



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Y e a r 3	<ul style="list-style-type: none"> I can use diagonal and horizontal strokes that are needed to join letters. I understand which letters, when adjacent to one another, are best left unjoined. I can show an increasing amount of legibility, consistency and quality in my handwriting. 	<ul style="list-style-type: none"> I can use further prefixes (dis, re, mis). I can use further suffixes (ing, ly, er, ed). I can spell further homophones. I can spell some of the words that are often misspelt. I can place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys'). I can use the first two or three letters of a word to check its spelling in a dictionary. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. I can spell 50/100 Y3/4 words. 	<ul style="list-style-type: none"> I can discuss similar pieces of writing to learn from its structure, vocabulary and grammar. I can discuss and record ideas before planning my writing. I am beginning to draft and write by composing and rehearsing sentences orally. I am beginning to use a range of increasing vocabulary to widen my range of sentences. I am beginning to organise paragraphs around a theme in my draft narrative. I can include settings, narrative, characters and plot. In non-narrative material, I use simple organisational devices. I can evaluate and edit my work by assessing the effectiveness of my own and others' writing and suggest improvements. I can proof read for spelling and punctuation errors. I am beginning to use a range of cohesive devices, including adverbials, within and across sentences and paragraphs. 	<ul style="list-style-type: none"> I can extend the range of sentences with more than one clause by using a wider range of conjunctions, (including when, if, because, although). I can use conjunctions, adverbs and prepositions to express time and cause. I can use fronted adverbials. I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 	<ul style="list-style-type: none"> I can use the present perfect form of verbs in contrast to the past tense (He has gone out to play). I can give examples of subordinating and coordinating conjunctions. I can demonstrate that I know the grammar for year 3, (e.g. vowel, consonant, adverb, preposition, prefix, clause, subordinate clause). 	<ul style="list-style-type: none"> I am beginning to use and punctuate direct speech. I am beginning to use commas after a fronted adverbial.



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Y e a r 4	<ul style="list-style-type: none"> I can use the diagonal and horizontal strokes that are needed to join letters. I can show which letters, when adjacent to one another, are best left unjoined. I can increase the legibility, consistency and quality in my handwriting. 	<ul style="list-style-type: none"> I can use further prefixes (un, auto, anti, im, im, il) and suffixes (ation, ous, sion, tion) learning all of the rules. I can spell further homophones. I can spell the words that are often misspelt. I can place the possessive apostrophe accurately in words with irregular plurals (for example, children's). I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. I can spell 100/100 Y3/4 words. 	<ul style="list-style-type: none"> I can identify similarities in different types of writing between the vocabulary, grammar and punctuation. I can discuss and record ideas in detail before planning my writing. I can confidently draft and write by composing and rehearsing sentences orally. I can progressively build a varied and rich vocabulary and an increasing range of sentence structures. I can confidently organise paragraphs around a theme. I can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs. In my draft narrative I include settings, narrative, characters and plot from my imagination. In non-narrative material, I use simple organisational devices. I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements. I can edit my work proposing changes to grammar and vocabulary to improve consistency. I can read aloud my own writing using appropriate intonation so that the meaning is clear. 	<ul style="list-style-type: none"> I can use fronted adverbials. I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. I can choose appropriate vocabulary to describe a setting and a character. 	<ul style="list-style-type: none"> I can use coordinating and subordinating conjunctions in my writing. I can demonstrate that I know the grammar for year 4 (e.g. determiner, pronoun, possessive pronoun, adverbial). 	<ul style="list-style-type: none"> I can indicate possession by using the possessive apostrophe with plural nouns. I can indicate grammatical and other features by using commas after fronted adverbials. I can use and punctuate direct speech.



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Y e a r 5	<ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed. I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. I can choose the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> I can use further prefixes and suffixes and understand the guidance for adding them. I can spell some words with 'silent' letters. I can convert nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify) and verb prefixes (for example, dis-, de-, mis-, over- and re-). I can continue to distinguish between homophones and other words which are often confused. I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. I can use dictionaries to check the spelling and meaning of words. I am beginning to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I am beginning to use a thesaurus. I can spell 50/100 Y5/6 words. 	<ul style="list-style-type: none"> I can write for a range of purposes, identifying the audience for and the purpose of the writing. In narratives, I can describe settings and characters, integrating dialogue to convey character and advance the action. I can use paragraphs to organise ideas. I can use a range of devices to build cohesion within a paragraph. In non-narrative writing, I can use simple devices to structure the writing and support the reader. I can evaluate my work by assessing the effectiveness of my own and others' writing. I can propose changes to vocabulary, grammar and punctuation to enhance clarity and meaning. I can ensure consistent and correct use of tense throughout a piece of writing. I can proofread for spelling and punctuation errors. I can perform my own compositions, using appropriate intonation. 	<ul style="list-style-type: none"> I am beginning to recognise the difference between vocabulary and structures typical of informal speech and vocabulary appropriate for formal speech and writing. I am beginning to recognise the use of subjunctive forms such as if <u>I were</u> or <u>Were they to come</u> in some very formal writing and speech. I can recognise how words are related by meaning as synonyms and antonyms. I can select vocabulary which creates an atmosphere. I can use expanded noun phrases to convey complicated information concisely. I can recognise the use of the passive to affect the presentation of information in a sentence. 	<ul style="list-style-type: none"> I can use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. I can indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must). I can link ideas across paragraphs using wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, on the other hand, in contrast, or as a consequence, and ellipsis. I can lay out devices e.g., headings, subheadings, columns, bullets or tables to structure text. I can use a clause structure within different places in the sentence. I can demonstrate that I know the grammar for year 5 (e.g. modal verb, relative pronoun, relative verb, parenthesis, brackets, and dash). 	<ul style="list-style-type: none"> I can use brackets, dashes or commas to indicate parenthesis. I able to use commas to clarify meaning or avoid ambiguity. I able to use the semi colon, colon and dash to mark the boundary between independent clauses e.g. it's raining; I'm fed up. I can use the colon to introduce a list and use semi-colon within lists. I can use punctuation of bullet points to list information. I can recognise how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover. I can use a range of punctuation taught at Key Stage 2 mostly correctly.



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Y e a r 6	<ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed. I can choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether or not to join specific letters. I can choose the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> I can use further prefixes and suffixes and understand the guidance for adding them. I can spell many words with 'silent' letters. I can continue to distinguish between homophones and other words which are often confused. I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. I can use dictionaries to check the spelling and meaning of words. I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I can use a thesaurus. I can spell 100/100 Y5/6 words. 	<ul style="list-style-type: none"> I can plan my writing by identifying the audience and purpose of writing, selecting the appropriate form and using similar writing as models. I can write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader and the correct form. In narratives, I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. I am précising longer passages. I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. I can use further organisational and presentational devices to structure text and guide the reader. I can evaluate and edit my writing by assessing the effectiveness, proofreading for spelling and punctuation errors. 	<ul style="list-style-type: none"> I can recognise the difference between vocabulary and structures typical of informal speech and vocabulary appropriate for formal speech and writing. I can recognise the use of subjunctive forms such as if <u>I were</u> or <u>Were they</u> to come in some very formal writing and speech. I can use the perfect form of verbs to mark relationships of time and cause. I can use adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis. I can ensure consistent and correct use of tense and correct subject and verb agreement. I am beginning to exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. 	<ul style="list-style-type: none"> I can use a wide range of clause structures. I can demonstrate that I know the grammar for year 6 (e.g. subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points). 	<ul style="list-style-type: none"> I can use the semi-colon, colon and dash to mark the boundary between independent clauses. I can use the colon to introduce a list and use semi-colons within lists. I can use the punctuation of bullet points to list information. I know how hyphens can be used to avoid ambiguity. I can use a range of punctuation taught at Key Stage 2 mostly correctly. I can use punctuation precisely to enhance meaning and avoid ambiguity.