

**Cledford Primary School and Gainsborough Primary and Nursery School – Progression in Writing**

Year 1	Year 2	Year 3
<p><b>Text Outcomes</b> To write short sentences that form a short narrative that recount, instruct or inform.</p>	<p><b>Text Outcomes</b> To narrate (either real or fictional). Recounts of real events. Poetry. Write for different purposes e.g. to instruct, explain, persuade</p>	<p><b>Text Outcomes</b> To narrate creating settings, characters and plot, explain, inform, recount and instruct. Instructions, explanation, non-chronological report, diary and letter.</p>
<p><b>Sentence Structure</b> How words can combine to make sentences To compose a sentence orally before writing it. Joining words and joining sentences using <i>and</i>. Begin to join ideas with <i>so</i> and <i>but</i>.</p>	<p><b>Sentence Structure</b> Subordination (using <i>when, if, that because</i>) and co-ordination (using <i>or, and or but</i>). Expanded noun phrases for description and specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p><b>Sentence Structure</b> Express time, place and cause using <b>conjunctions</b> (e.g. <i>when, so, before, after, while, because</i>), <b>adverbs</b> (e.g. <i>then, next, soon, therefore</i>) or <b>prepositions</b> (e.g. <i>before, after, during, in, because</i>).</p>
<p><b>Text Structure</b> Sequence <b>sentences</b> to form short narratives</p>	<p><b>Text Structure</b> Correct choice and consistent use of the present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p><b>Text Structure</b> Introduction to <b>paragraphs</b> as a way to group related material. <b>Headings and Subheadings</b> to aid presentations. Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>.)</p>
<p><b>Punctuation</b> Separation of words with <b>spaces</b> Introduction to <b>capital letters, full stops, questions marks and exclamation marks</b> to demarcate sentences. (Children need to demarcate these correctly 80% of the time). Capital letters for names and the <b>personal pronoun I</b>.</p>	<p><b>Punctuation</b> Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. <i>The following objectives should be taught in year 2 but children do not need to be confident in their use to meet the expected standard at end of the year:</i> <i>Use commas to separate items in a list. (GDS)</i> <i>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (GDS)</i></p>	<p><b>Punctuation</b> Inverted commas to punctuate direct speech Commas in a list to be used accurately. <i>The following objectives were taught in year 2 but children did not need to be confident in their use to meet the expected standard at end of the year.</i> Use commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>
<p><b>Spelling – In addition to the spelling overview for Y1</b> At least 90% of the Year 1 common exception words are spelt correctly. Words containing each of the 40+ phonemes already taught are spelt correctly. Days of the week spelt correctly. Name the letters of the alphabet in order, use letter names to distinguish alternative spellings of the same sound. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p><b>Spelling- In addition to the spelling overview for Y2</b> Segment spoken words into phonemes and represent these as graphemes , spelling many of these correctly and making phonically plausible attempts at others. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p><b>Spelling - In addition to the spelling overview for Y3</b> To use the first two or three letters of a word to check its spelling in a <b>dictionary</b>. Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. At least 50% of words from the Year 3/4 spelling list are spelt correctly. Revise apostrophes for contractions Possessive apostrophes accurately used for regular plurals.</p>
<p><b>Handwriting</b> Sit correctly at a table, holding the pencil comfortably and correctly. To form <b>lower case</b> and <b>capital letters</b> in the correct direction, starting and finishing in the correct place. <b>Digits</b> 0-9 to be correctly formed.</p>	<p><b>Handwriting</b> Form lower case letters of the correct size relative to one another. Start 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 spacing between words that reflects the size of the letters. Write digits of the correct size and orientation.</p>	<p><b>Handwriting</b> Use the horizontal and diagonal stroke needed to join letters and understand which letters , when adjacent to one another are best left unjoined. Join consistently and legibly with increasing fluency.</p>
<p><b>Terminology:</b> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>	<p><b>Terminology:</b> Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma, homophone.</p>	<p><b>Terminology:</b> Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, inverted commas (or 'speech marks').</p>