

## Writing Progression Model St. George's CE Primary

R	1	2	3	4	5	6	6 GDS
<p>1. Writes three simple sentences which make sense and may have a capital letter or full stop</p> <p><b>2. Most letters correctly formed with some the wrong way round or off the line</b></p> <p>3. Key high frequency words spelt correctly</p> <p><b>4. Phonic knowledge used to write words in ways which match their spoken sounds</b></p>	<p><b>All of R objectives and:</b></p> <p><b>1. Five sentences which have a capital letter and full stop, forming one short paragraph.</b></p> <p><b>2. Letters correctly formed</b></p> <p>3. Non-common exception words are spelt using phonic knowledge in ways which match their spoken sounds</p> <p>4. Common exception words from Y1 list spelt correctly</p> <p><b>5. ed and ing suffixes correctly spelt</b></p> <p>6. At least one adjective</p> <p><b>7. Two or more conjunctions (and, but, so, because)</b></p>	<p><b>All of R -1 objectives and:</b></p> <p><b>1. At least two paragraphs in length with capital letters and full stops</b></p> <p>2. Question marks and exclamation marks</p> <p>3. Two or more adjectives</p> <p><b>4. Extend a simple sentence using these conjunctions: or, and, but, when, if, that, because</b></p> <p>5. Commas for a list or to separate adjectives</p> <p>6. Time adverbials or varied sentence openers</p> <p><b>7. Common exception words from Y1 and 2 list spelt correctly.</b></p> <p>8. Spell longer words with suffixes: -ment, -ness, -ful, -less, -ly</p> <p><b>9. Handwriting beginning to join.</b></p> <p>10. Apostrophes for contractions</p> <p>11. Segment spoken words into sound and represent these with accurate spelling patterns.</p>	<p><b>All of R - 2 objectives and:</b></p> <p>1. Nearly a full page of A4</p> <p>2. More apt / sophisticated choice of adjectives / verbs / nouns</p> <p>3. Clear Introduction</p> <p>4. Varied sentence openers</p> <p>5. Prepositional adverbials used as sentence openers</p> <p>6. Paragraphs and or subheadings with theme maintained</p> <p><b>7. Spelling is correct and in line with the vocabulary/sentence structure used.</b></p> <p><b>8. Most joins correctly formed in handwriting</b></p> <p><b>9. Capital letters for proper nouns</b></p> <p><b>10. Correct tense and person is maintained for all simple sentences</b></p> <p>11. Apostrophe used for contraction and possession.</p>	<p><b>All of R - 3 objectives and:</b></p> <p>1. At least a full page of A4</p> <p>2. Settings or introductions or character descriptions or round off (conclusions) are clear.</p> <p><b>3. Fronted adverbials (including a comma) for time, manner and place.</b></p> <p>4. Inverted commas for speech with punctuation inside inverted commas.</p> <p><b>5. More sophisticated conjunctions used: after, before, whilst, although, whenever, wherever, until, since.</b></p> <p><b>6. Spelling is correct and in line with the vocabulary/sentence structure used (use of words from 3 and 4 word list).</b></p> <p><b>7. Fully joined handwriting</b></p> <p>8. Nouns/pronouns not repeated unless for effect</p> <p>9. Formal and informal language is mostly used appropriately</p> <p>10. Brackets for parenthesis.</p>	<p><b>All of R - 4 objectives and:</b></p> <p>1. A full page of A4 or maintaining same level of control throughout.</p> <p><b>2. Tone of writing is consistently appropriate to the task/purpose</b></p> <p>3. Relative (embedded) clauses correctly marked with comma, dash or bracket. This is also called parenthesis.</p> <p>4. Subordinate clauses correctly marked with a comma</p> <p>5. Uses a range of conjunctions for cohesion within a paragraph.</p> <p>6. Varied sentence lengths for effect (ie. not all fronted adverbials); starting to open with subordinate clauses)</p> <p>7. New line new speaker for dialogue</p> <p><b>8. Spelling is generally accurate and with words from 5 and 6 word list.</b></p> <p>9. Correct tense is maintained, even for more complicated cases of verb agreement or where tenses change eg. direct speech in narrative or reports</p> <p><b>10. Fully joined handwriting even when writing at speed</b></p>	<p><b>All of R - 5 objectives and:</b></p> <p>1. A full page of A4 or more with the whole piece maintaining same level of control.</p> <p>2. Formal/informal tone/language used correctly for different purposes or effects.</p> <p>3. Dialogue conveys character and advances action (not just accurately demarcated speech for its own sake)</p> <p>4. Semi colon used to link two independent clauses that relate to each other and to separate items in expanded lists</p> <p>5. Colon used to introduce lists.</p> <p><b>6. Vary sentence structure, switching main clause and subordinate clause position, using commas when appropriate.</b></p> <p><b>7. Spelling is correct and in line with the vocabulary/sentence structure used (most words on Y5 and Y6 spelling list)</b></p> <p>8. Can build cohesion within and across paragraphs using adverbials of time, place</p> <p>9. Introduction, main paragraphs and round offs are explicitly linked with adverbs of time and place and linking themes</p>	<p><b>All of 6 objectives and:</b></p> <p>1. Appropriate form for audience and purpose: figurative language / features of text type / abstract nouns / characterisation and structure.</p> <p>2. Appropriate register is achieved through choice of spoken or written language, within or across pieces of writing</p> <p>3. Tone and/or reader response is controlled through conscious grammar, vocabulary or punctuation choices</p> <p>4. Passive voice used appropriately.</p> <p>5. Ambiguity is avoided through control over a range of punctuation: semi-colons / dashes / colons / hyphens.</p>

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