



# TRANMERE PARK PRIMARY SCHOOL

## ASSESSED WRITING PROGRESSION Y1-3

	YEAR ONE	YEAR TWO	YEAR THREE
THROUGHOUT	<ul style="list-style-type: none"> <li>Discuss what they have written with the teacher or other pupils</li> <li>Read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating their writing with the teacher and other pupils</li> <li>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>Proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	
AUTUMN	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Saying out loud what they are going to write about</li> <li>Composing a Sentence orally before writing it</li> <li>Leaving spaces between words</li> <li>Separation of words with spaces</li> <li>Sentence demarcation (. ! ?)</li> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Use spacing between words that reflects the size of the letters.</li> <li>Writing narratives about personal experiences and those of others (real and fictional)</li> <li>planning or saying out loud what they are going to write about</li> <li>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks,</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase the legibility, consistency and quality of their handwriting</li> <li>organising paragraphs around a theme</li> <li>In narratives, creating settings, characters and plot</li> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>
SPRING	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written to check that it makes sense</li> <li>Joining words and joining clauses using "and" to combine words to make sentences, including using and</li> <li>Sequencing sentences to form short narratives</li> <li>Capital letters for names and pronoun 'I'</li> <li>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly, including commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>Commas in lists</li> <li>Apostrophes for omission &amp; singular possession</li> <li>Expanded noun phrases to describe and specify</li> <li>Writing about real events</li> <li>Learning the possessive apostrophe (singular)</li> </ul>	<ul style="list-style-type: none"> <li>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</li> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>In non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> <li>Using conjunctions, adverbs and prepositions to express time and cause (and place)</li> <li>Use the correct form of 'a' or 'an'</li> <li>Using and punctuating direct speech (i.e. Inverted commas)</li> </ul>
SUMMER	<ul style="list-style-type: none"> <li>Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Using the prefix un-</li> <li>Using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>Apply simple spelling rules and guidance from Appendix 1</li> <li>Understand which letters belong to which handwriting 'families' and to practise these</li> <li>Regular plural noun suffixes (-s, -es)</li> <li>Verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>Un- prefix to change meaning of adjectives/adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms</li> <li>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>Writing poetry</li> <li>Writing for different purposes</li> <li>Sentences with different forms: statement, question, exclamation, command</li> <li>Some features of written Standard English</li> <li>Suffixes to form new words (-ful, -er, -ness)</li> </ul>	<ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proofread for spelling and punctuation errors</li> <li>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>Using the present perfect form of verbs in contrast to the past tense</li> <li>Form nouns using prefixes (super-, anti-)</li> </ul>
OTHER	<ul style="list-style-type: none"> <li>Words containing each of the 40+ phonemes taught</li> <li>Common exception words</li> <li>The days of the week</li> <li>Name the letters of the alphabet in order</li> <li>Using letter names to distinguish between alternative spellings of the same sound</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>Learning to spell common exception words</li> <li>Distinguishing between homophones and near-homophones</li> <li>Apply spelling rules and guidelines from Appendix 1</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma</li> </ul>	<ul style="list-style-type: none"> <li>Spell further homophones</li> <li>Spell words that are often misspelt (Appendix 1)</li> <li>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>Word families based on common words (solve, solution, dissolve, insoluble)</li> <li>Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>