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| **Bridgemere CE Primary**  **Writing**  **Progressive statements** | | | | | | | |
| **Year Group** | **Spelling** | **Handwriting** | **Composition** | **Sentence** | **Word** | **Punctuation** | **Terminology** |
| **Nursery 3/4 year olds** |  | **I can write some letters accurately** | **I can use print and letter knowledge in early writing**  **I can write some or all of my name** |  |  |  | **I can understand the word: letter, write** |
| **Reception** | **I can spell words by identifying the sounds and writing the sound with letters** | **I can form lower case and capital letter correctly** | **I can reread what I have written and check it makes sense** | **I can write short sentences** | **I can use words focused on objects and people I know**  **I can use new words** | **I can use a capital letter and full stop** | **I can understand the words: write, letter, capital letter, full stop, finger space** |
| **Year 1/2** | **I can name the letters of the alphabet in order.**  **I can use letter names to distinguish between alternative spellings of the same sound.**  **I can write simple sentences from memory dictated by the teacher including words using the GPCs and common exception words I have learnt**  **so far.**  **I can write all letters of the alphabet and the sounds which they most commonly represent.**  **I can write consonant digraphs which I have been taught and the sounds which they represent.**  **I can write vowel digraphs which I have been taught and the sounds which they represent.**  **I can segment spoken words into sounds before choosing graphemes to represent the sounds.**  **I can spell words with adjacent consonants.**  **(Year 2)**  **I can spell words by**  **segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.**  **I can use new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.**  **I can spell common exception words.**  **I can spell more words with contracted forms.**  **I can distinguish between homophones and near homophones.** | **I can sit correctly at a table, holding a pencil comfortably and correctly.**  **I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.**  **I can write capital letters.**  **I can write the digits 0-9.**  **I can understand which letters**  **belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.**  **(Year 2)**  **I can form lower-case letters of the correct size relative to one another.**  **I can 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.**  **I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.**  **I can use spacing between**  **words that reflects the size of the letters.** | **I can write sentences by saying out loud what I going to write about.**  **I can compose a sentence orally before writing it.**  **I can sequence sentences to form short narratives.**  **I can re-read what I have written to check that it makes**  **sense.**  **I can discuss what I have written with the teacher or other pupils.**  **I can read aloud my writing clearly enough to be heard by my peers and the teacher.**  **(Year 2)**  **I can write narratives about personal experiences and those of others (real and fictional).**  **I can write about real events.**  **I can write poetry.**  **I can write for different purposes.**  **I can plan or say out loud what I am going to write about.**  **I can plan by writing down ideas and/or key words, including new vocabulary.**  **I can encapsulate what I want to say, sentence by sentence.**  **I can edit my writing by evaluating it with the teacher and other pupils.**  **I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.**  **I can proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]** | **I can join words and clauses using “and”.**  **(Year 2)**  **I can write sentences with different forms: statement, question, exclamation, command**  **I can write expanded noun phrases to describe**  **and specify [for example, the blue butterfly]**  **I can use the present and past tenses correctly and consistently.**  **I can use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]**  **I can use subordination (using when, if, that, or because) and coordination (using or, and, or but) in my sentences.** | **I can understand regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.**  **I can recognise suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped,**  **helper)**  **I can understand how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat**  **(Year 2)**  **I can form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]**  **I can form adjectives by using suffixes such as –ful, –less**  **I can use the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs** | **I can use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’**  **I can leave spaces between words.**  **I can start to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.**  **(Year 2)**  **I can use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).** | **I can understand the words: letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark**  **(Year 2)**  **I can understand and use the terminology:**  **noun**  **noun phrase**  **statement**  **question**  **exclamation**  **command**  **compound**  **suffix**  **adjective**  **adverb**  **verb**  **tense (past,**  **present)**  **apostrophe**  **comma** |
| **Year 3/4** | **I can use further prefixes and suffixes and understand how to add them.**  **I can spell further homophones.**  **I can spell words that are often misspelt.**  **I can use the first two letters of a word to check its spelling in a dictionary.**  **I can write from memory a simple sentence, dictated by the teacher, that include words and punctuation taught so far.**  **(Year 4)**  **I can use further prefixes and suffixes and understand how to add them.**  **I can spell further homophones.**  **I can spell words that are often misspelt.**  **I can use the first two or more letters of a word to check its spelling in a dictionary.**  **I can place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]**  **I can write from memory several simple sentences, dictated by the teacher, that include words andpunctuation taught so far** | **I am starting to use some of the diagonal and horizontal strokes that are needed to join letters.**  **(Year 4)**  **I can confidently 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.**  **I can write with increasing legibility, consistency and quality [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].** | **I can plan my writing by discussing pieces of writing similar to that which I am planning to write in order to understand and learn from its structure and vocabulary.**  **I can discuss and record my ideas in a format provided by the teacher.**  **I can rehearse sentences orally using a varied and rich vocabulary.**  **I can create settings and characters in narrative writing.**  **I can use simple organisational devices [for example, headings and subheadings] in non-narrative material.**  **I can edit my writing by assessing the effectiveness of my own and others’ writing.**  **I can proof-read for spelling and punctuation errors.**  **I can read my own writing aloud with expression to a group or the whole class.**  **(Year 4)**  **I can independently plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.**  **I can discuss and record my ideas in my own way.**  **I can rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.**  **I can create a range of different settings, characters and plots in narrative writing.**  **I can use simple organisational devices [for example, introductions, headings, sub headings, bullet points and captions ] in non narrative material.**  **I can edit my writing by assessing the effectiveness of my own and others’ writing and suggesting improvements.**  **I can proof-read for spelling, punctuation and grammatical errors.**  **I can read my 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.**  **I can use paragraphs to organise ideas around a theme**  **I can make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition** | **I can express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]**  **I can use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]**  **(Year 4)**  **I can create noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)**  **I can use fronted adverbials [for example, Later that day, I heard the bad news.]**  **I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.** | **I can form nouns using a range of prefixes [for example super–, anti–, auto–]**  **I can use a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]**  **I can create word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]**  **(Year 4)**  **I can explain the difference between plural and possessive –s**  **I can use Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]** | **I can use and punctuate direct speech.**  **(Year 4)**  **I can use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]**  **I can use apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]**  **I can use commas after fronted adverbials.** | **I can understand and use the terminology: preposition, conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or ‘speech marks’)**  **(Year 4)**  **I can understand and use the terminology: determiner pronoun possessive pronoun adverbial** |
| **Year 5/6** | **I can use further prefixes and suffixes and understand the guidance for adding them.**  **I can spell some words with ‘silent’ letters [for example, knight, psalm, solemn]**  **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 write legibly and fluently.**  **I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.**  **(Year 6)**  **I can choose the writing implement that is best suited for a task.** | **I can plan my writing by identifying the purpose.**  **I can plan my writing using similar writing as models for my own.**  **I can note and develop initial ideas for writing.**  **I can select appropriate vocabulary when writing and understand how such choices can change and enhance meaning. In narratives**  **I can describe settings, characters and atmosphere.**  **I can use a wide range of devices to build cohesion within paragraphs [for example, then, after that, this, firstly]**  **I can use further organisational and presentational devices to structure texts and to guide the reader [for example, headings, bullet points, underlining]**  **I edit and evaluate my work by assessing the effectiveness of my own and others’ writing.**  **I can propose changes to vocabulary, grammar and punctuation to enhance effects.**  **I can ensure the consistent and correct use of tense throughout a piece of writing.**  **(Year 6)**  **I can plan my writing by identifying the audience and purpose.**  **I can select the appropriate form when planning and use similar writing as models for my own.**  **I can note and develop initial ideas, drawing on reading and research where necessary. I can plan my narratives by considering how authors have developed characters and settings in what I have read, listened to or seen performed.**  **I can select appropriate grammar and vocabulary when writing, understanding how such choices can change and enhance meaning. In narratives**  **I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.**  **I can précis longer passages.**  **I can link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.**  **I edit and evaluate my work by assessing the effectiveness of my own and others’ writing.**  **I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.**  **I can ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.**  **I can proof -read for spelling and punctuation errors.** | **I can use the perfect form of verbs to mark relationships of time and cause.**  **I can use expanded noun phrases to convey complicated information concisely.**  **I can indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]**  **I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun**  **(Year 6)**  **I can use passive verbs to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].**  **I can recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]** | **I can convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]**  **I can recognise and use verb prefixes [for example, dis–, de–, mis–, over– and re–]**  **(Year 6)**  **I can understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]**  **I can explain how words are related by meaning as synonyms and antonyms [for example, big, large, little].** | **I can use commas to clarify meaning or avoid ambiguity in my writing.**  **I can use brackets, dashes or commas to indicate parenthesis.**  **I can punctuate bullet points consistently**  **(Year 6)**  **I can use a semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] I can use a colon to introduce a list and use semi colons within lists.**  **I can use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]** | **I can understand and use the terminology: modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity**  **(Year 6)**  **I can understand and use the terminology: subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points** |