



St. Katharine's Primary School Writing Progression Pathway

	Composition	Sentence Structure	Grammar/Vocabulary	Punctuation	Spelling	Tricky Words	Handwriting
EY	<ul style="list-style-type: none"> Orally retell familiar stories Sequence sentences to form short narratives Re-read their writing with support to check it makes sense 	Introduce.... <ul style="list-style-type: none"> Main clause structure (Subject, verb, Object) Questions 	Introduce.... <ul style="list-style-type: none"> Subject Verb Object/noun 	Introduce.... <ul style="list-style-type: none"> Capital letter Full stop Question mark 	Letters and Sounds Phase 2, 3, 4	I, no, the, go, he, she, we, be, you, are, her, was, all, they, my, said, so, little, were, there	<ul style="list-style-type: none"> Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.
YEAR 1	<ul style="list-style-type: none"> Complete sentences orally before writing Sequence sentences to form short narratives Write a full narrative from a story map Re-reads their writing to check it makes sense 	Consolidate the above and introduce.... <ul style="list-style-type: none"> Joining two clauses with a co-ordinating conjunction. Exclamations 	Consolidate the above and introduce.... <ul style="list-style-type: none"> Clause/sentence Co-ordinating conjunctions – and, but, so Past and present tense Adjectives to make simple noun phrases 	Consolidate the above and introduce.... <ul style="list-style-type: none"> Exclamation mark Capital for pronoun I 	<ul style="list-style-type: none"> Recap Letters and Sounds phase 3, 4 Introduce Letters and Sounds phase 5/6 Suffixes – ed and ing Prefix – un Plural rules for s and es 	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
YEAR 2	<ul style="list-style-type: none"> Write for different purposes Write down ideas and key words before writing Make simple additions, revisions and corrections to own writing Re-read writing with intonation to make the meaning clear 	Consolidate the above and introduce.... <ul style="list-style-type: none"> Statements, commands, questions and exclamations Subordinate clauses joined to main clause 	Consolidate the above and introduce.... <ul style="list-style-type: none"> Co-ordinating conjunctions – and, but, or, so Subordinating conjunctions – because, if, when Past and present tense Adjectives to make simple noun phrases Adverbs – link with spelling Proper nouns Progressive tense used accurately (is playing, was writing) 	Consolidate the above and introduce.... <ul style="list-style-type: none"> Commas in lists Capital letters for all proper nouns Apostrophe for singular possession Apostrophe for contractions 	Consolidate the above and introduce.... <ul style="list-style-type: none"> Plural rules – s, es, ves, Suffix ed for past tense verbs Suffixes – ness; less; ful; er; ly (adverbs) Contractions Possessive apostrophes Read, Write, Inc spellings 	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. 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. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.

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YEAR 3	<ul style="list-style-type: none"> • Writing is appropriate to the purpose • Consistently select appropriate grammar and vocabulary • Create settings, characters and plots • Use simple organisational devices • Proofread for spelling and punctuation errors • Re-read writing with controlled tone and volume to make the meaning clear 	<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • Revise and embed subordinate/main clause structure 	<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • Subordinating conjunctions – • Since, until, because, when, although, if • Prepositions of place • Well-chosen adverbs • Determiners – the, a and an (link to spelling words starting with vowels) • Perfect tense used accurately (has eaten, had lived) 	<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • Revise word class noun, verb, adjective, adverb • Begin to use inverted commas for direct speech 	<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • Revise and embed spelling of verbs with inflected endings (ed and ing) • Prefixes (dis, in, im, anti, super, sub, re) • Suffixes (ous, ly, ion, ian) • ture • ation • ch • ch (but sounds like sh) • Homophones 	<p>address, answer, appear, arrive, breath, breathe, build, busy(business), calendar, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, exercise, experiment, extreme, famous, February, forward, fruit, group, heard, heart, important, increase, interest, island, learn, mention, natural, notice, often, perhaps, popular, position, potatoes, promise, quarter, question, regular, remember, sentence, strange, woman, women</p>	<ul style="list-style-type: none"> • Begin to use joined handwriting throughout their independent writing. • 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. • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.
YEAR 4		<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • Extending sentences with clauses and phrases • Using a range of fronted clauses and phrases (fronted adverbials) 	<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • Clauses (contain subject and verb) • Phrases (do not contain verbs) • Fronted clause • Fronted phrase • Determiners – articles, quantifiers, ordinals, possessive, demonstrative, numerals • Expanded noun phrases • Pronouns and possessive pronouns • Perfect tense used accurately (has eaten, had lived) 	<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • Correct use of all speech punctuation including inverted commas, commas and full stops • Commas after fronted clauses and fronted phrases • Apostrophes to mark plural possession 	<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • Revise and embed spelling of verbs with inflected endings (ed and ing) • Irregular verb spellings (catch, caught) • Prefixes (mis, un, in, dis, auto, inter, il, ir) • sure • ou • Suffix ly • eigh • ei • ey • ous • sc • sion • que • gue • ion • homophones 	<p>accident(ally), actual(ly), believe, bicycle, caught, centre, century, certain, circle, eight, eighth, enough, experience, favourite, grammar, guard, guide, history, height, imagine, knowledge, length, library, material, medicine, minute, naughty, occasion(ally), opposite, ordinary, particular, peculiar, possess, possession, possible, pressure, probably, purpose, recent, reign, separate, special, straight, strength, suppose, therefore, though/although, various, weight</p>	<ul style="list-style-type: none"> • Use a joined handwriting throughout their independent writing. • 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. • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

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YEAR 5	<ul style="list-style-type: none"> • Writing is appropriate to audience and purpose • Writing uses appropriate form • Develop characterisation and setting and atmosphere • Dialogue develops character and advances action • Select appropriate grammar and vocabulary to enhance and clarify meaning • Build cohesion within and across paragraphs • Organisational and presentational devices structure writing and guide the reader • Tense is consistent throughout • Subject and verb agreement is accurate • Register is matched to the purpose and audience 	<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • A range of multi-clause sentence structures • Split main clauses with embedded relative clause 	<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • Adverbs of time, place, manner, frequency and degree • Relative pronouns • Modal verbs 	<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • Brackets and dashes for parenthesis • Commas used accurately to mark clauses 	<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • Silent letters (b and t) • ough • ible • able • ibly • ably • ent • ence • ei • ant • ance, • ancy • cious • tious • cial • tial • homophones 	<p>accommodate, accompany, according, aggressive, appreciate, attached, average, awkward, bruise, convenience, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, equipped, equipment, especially, exaggerate, excellent, familiar, forty, frequently, immediately, individual, interfere, interrupt, lightning, marvellous, muscle, necessary, neighbour, nuisance, persuade, privilege, programme, pronunciation, recognise, recommend, rhyme, rhythm, suggest, symbol, system, temperature, thorough, vegetable</p>	<ul style="list-style-type: none"> • Use a consistent joined handwriting style throughout their independent writing. • Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. • Choose the writing implement that is best suited for a task.
YEAR 6		<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • Passive voice (Object, Verb, Subject) • Subjunctive form for formal writing 	<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • Revise and embed all verb tense forms, including passive and subjunctive 	<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • Semi colon • Colon • Bullet points • Hyphens (link with spelling) • Ellipses (cohesive device) 	<p>Consolidate the above and introduce....</p> <ul style="list-style-type: none"> • suffixes (revise ed, ing, est, er) • ough • tial • cial • tion • sion • ssion • ei or ie • hyphenated words • ible • able • plural rules • homophones • double consonants • rred • suffix ly • suffix ful (ly) 	<p>achieve, amateur, ancient, apparent, available, bargain, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, correspond, environment, existence, explanation, foreign, government, guarantee, harass, hindrance, identity, language, leisure, mischievous, occupy, occur, opportunity, parliament, physical, prejudice, profession, queue, relevant, restaurant, sacrifice, secretary, shoulder, signature, sincerely, soldier, stomach, sufficient, twelfth, variety, vehicle, yacht</p>	<ul style="list-style-type: none"> • Use a consistent and fluent handwriting style with greater speed throughout their independent writing. • Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. • Choose the writing implement that is best suited for a task.

