

# Overview of Progression in Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar and punctuation</b>	<p>Leaves spaces between words</p> <p>Joins words and sentences using 'and'</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Uses a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</p>	<p>Demarcates sentences using capital letters and full stops, question marks or exclamation marks</p> <p>Uses commas in lists</p> <p>Uses sentences with different forms - statement, question, exclamation, command</p> <p>Uses expanded noun phrases to describe and specify</p> <p>Uses the present and past tense correctly and consistently, including the progressive form</p> <p>Uses subordination (when, if, that, because)</p> <p>Uses coordination (or, and, but)</p>	<p>Beginning to extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.</p> <p>Beginning to use the present perfect form of verbs in contrast to the past tense eg 'He has gone out to play' contrasted with 'He went out to play'</p> <p>Beginning to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition within a sentence.</p> <p>Beginning to use: <ul style="list-style-type: none"> <li>•conjunctions (when, before, after, while, so, because)</li> <li>•adverbs (then, next, soon, therefore), and</li> <li>•prepositions (before, after, during, in, because of) to express time and cause.</li> </ul> </p> <p>Beginning to use fronted adverbials, eg 'In the morning'</p> <p>Can use the forms a or an according to whether the next word begins with a consonant or vowel (sound) eg 'a rock', 'an octopus'</p> <p>Beginning to use commas after fronted adverbials eg 'In the morning,'</p> <p>Beginning to indicate possession by using the possessive apostrophe with plural nouns eg 'the boys' bags', 'the children's pencils'</p> <p>Beginning to use and punctuate direct speech</p>	<p>Extends the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.</p> <p>Uses the present perfect form of verbs in contrast to the past tense eg 'He has gone out to play' contrasted with 'He went out to play'</p> <p>Chooses nouns or pronouns appropriately for clarity and cohesion and to avoid repetition, both within and across sentences.</p> <p>Uses: <ul style="list-style-type: none"> <li>•conjunctions (when, before, after, while, so, because)</li> <li>•adverbs (then, next, soon, therefore), and</li> <li>•prepositions (before, after, during, in, because of) to express time and cause.</li> </ul> </p> <p>Uses fronted adverbials, eg 'In the morning'</p> <p>Uses standard English forms for verb inflections eg 'we were' instead of 'we was' and 'I did' instead of 'I done'.</p> <p>Uses more complex expanded noun phrases such as 'the teacher' expanded to 'the strict maths teacher with curly hair'</p> <p>Uses commas after fronted adverbials eg 'In the morning,'</p> <p>Indicates possession by using the possessive apostrophe with both plural and singular nouns eg 'the boys' bags', 'the children's pencils', 'the girl's name was Amy', 'the girls' names were Amy and Katie'.</p> <p>Uses and punctuates direct speech correctly</p>	<p>Beginning to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Beginning to use passive verbs to affect the presentation of information in a sentence</p> <p>Beginning to use the perfect form of verbs to mark relationships of time and cause</p> <p>Beginning to use expanded noun phrases to convey complicated information concisely</p> <p>Beginning to use modal verbs or adverbs to indicate degrees of possibility</p> <p>Beginning to use relative clauses starting with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Beginning to use commas to clarify meaning or avoid ambiguity in writing</p> <p>Beginning to use hyphens to avoid ambiguity</p> <p>Beginning to use brackets, dashes or commas to indicate parenthesis</p> <p>Beginning to use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Beginning to use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Beginning to use a colon to introduce a list</p> <p>Beginning to punctuate bullet points consistently</p>	<p>Recognises vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Uses passive verbs to affect the presentation of information in a sentence</p> <p>Uses the perfect form of verbs to mark relationships of time and cause</p> <p>Uses expanded noun phrases to convey complicated information concisely</p> <p>Uses modal verbs or adverbs to indicate degrees of possibility</p> <p>Uses relative clauses starting with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Uses commas to clarify meaning or avoid ambiguity in writing</p> <p>Uses hyphens to avoid ambiguity</p> <p>Uses brackets, dashes or commas to indicate parenthesis</p> <p>Uses semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Uses a colon to introduce a list</p> <p>Punctuates bullet points consistently</p>

<b>Composition and vocabulary</b>	<p>Can compose a sentence orally before writing it</p> <p>Sequences sentences to form short narratives</p> <p>Re-reads what they have written to check that it makes sense</p> <p>Can read aloud their writing clearly enough to be heard by their peers and teacher</p>	<p>Says what they want to say, sentence by sentence</p> <p>Reads aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Beginning to organise paragraphs around a theme/group related material</p> <p>Beginning to use simple organisational devices in non-narrative material eg headings and sub-headings</p> <p>Beginning to show evidence of using a varied and rich vocabulary</p>	<p>Organises paragraphs around a theme</p> <p>Uses simple organisational devices in non-narrative material eg headings and sub-headings</p> <p>Shows evidence of using a varied and rich vocabulary</p>	<p>Beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narrative, beginning to describe settings, characters and atmosphere</p> <p>In narrative, beginning to integrate dialogue to convey character and advance the action</p> <p>Beginning to use a wide range of devices to build cohesion within and across paragraphs</p> <p>Beginning to ensure correct subject-verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narrative, describes settings, characters and atmosphere</p> <p>In narrative, integrates dialogue to convey character and advance the action</p> <p>Uses a wide range of devices to build cohesion within and across paragraphs</p> <p>Ensures correct subject-verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>
<b>Transcription (spelling)</b>	<p>Can spell Y1 common exception words</p> <p>Can spell the days of the week</p> <p>Can spell words containing each of the 40+ phonemes (sounds) already taught</p> <p>Knows and can use letter names</p> <p>Uses the spelling rule for adding -s or -es (where no change is necessary in the root word)</p> <p>Uses the prefix Un- Uses -ing, -ed, -er and -est (where no change is needed in the root word)</p> <p>Can write from memory simple sentences dictated by the teacher</p>	<p>Year 2 Spelling Program</p> <p>Segments spoken words into phonemes and represents them by graphemes, spelling many correctly</p> <p>Can spell words with contracted forms</p> <p>Can use the possessive apostrophe (singular) for eg the girl's book</p> <p>Can add suffixes to spell longer words eg -ment, -ness, -ful, -less, -ly</p>	<p>Working within the Year 3 Spelling Program</p>	<p>Working within the Year 4 Spelling Program</p>	<p>Working within the Year 5 Spelling Program</p>	<p>Working within the Year 6 Spelling Program</p>
<b>Handwriting</b>	<p>Sits correctly at a table, holding a pencil correctly and comfortably</p> <p>Beginning to form lower-case letters in the correct direction, starting and finishing in the correct place</p> <p>Forms capital letters</p> <p>Forms digits 0-9</p>	<p>Forms lower-case letters of the correct size relative to one another</p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Uses spacing between words that reflects the size of the letters</p> <p>Beginning to use some of the diagonal and horizontal strokes needed to join letters and understands that some letters are best left un-joined</p>	<p>Working within the Nelson Year 3 Handwriting Program</p>	<p>Working within the Nelson Year 4 Handwriting Program</p>	<p>Working within the Nelson Year 5 Handwriting Program</p>	<p>Working within the Nelson Year 6 Handwriting Program</p>