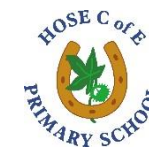


Hose Church of England Primary School

'Respect, Bravery, Success, Pride'



Writing Progression Document

See Phonics and Spelling Framework document for spelling progression.

Handwriting objectives from the National Curriculum are included – handwriting is taught using the Nelson handwriting scheme.

Statements taken from the National Curriculum and Teacher Assessment Framework.

Statements in **bold** are Key Objectives (from Michael Tidd's 'Deriving the Key Objectives' document - taken from the National Curriculum).

Progression in Writing				
	Planning	Composition	Transcription	Editing
EYFS	<ul style="list-style-type: none"> Orally discuss with a teacher what they might like to write about. 	<ul style="list-style-type: none"> Think of own sentences or captions for writing. Orally share their sentence before writing (with support). 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Write short sentences with words with known sound-letter correspondences. Use a capital letter and a full stop. Write a short sentence dictated by a teacher. 	<ul style="list-style-type: none"> With adult support, re-read what they have written to check it makes sense. Correct some simple mistakes with teacher support, such as a missing capital letter or an incorrectly formed letter.
Year 1	<ul style="list-style-type: none"> Saying aloud what they will write about. 	<ul style="list-style-type: none"> Draw upon what they have read. Composing a sentence orally before writing it. Sequence sentences to form short narratives. Read their writing aloud clearly enough to be heard by their peers and the teacher. Write about real events. 	<ul style="list-style-type: none"> Join words together to make a coherent sentence. Leave spaces between words. Join words and clauses using 'and'. Use suffixes -ing, -ed, -er, and -est where no change is needed in the spelling of root words. Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Demarcate some sentences with capital letters and full stops. Can separate words in writing using spaces most of the time. Use capital letters for names of people, some places, some days of the week and the personal pronoun 'I' mostly correctly. Understand and use specific Y1 terminology (<i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i>). 	<ul style="list-style-type: none"> Re-read what they have written to check it makes sense. Change some errors with support and some independently.
Year 2	<ul style="list-style-type: none"> Saying aloud what they will write about. Use some written planning methods. 	<ul style="list-style-type: none"> Write poetry and for different purposes. Write ideas and key words including vocabulary. Encapsulate what they want to say sentence by sentence. Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Demarcate most sentences in their writing with capital letters and full stops and use question marks when required (with increasing accuracy). Use and identify sentences with different forms: statement, question, exclamation, command. Use some expanded noun phrases to describe and specify. Use the singular apostrophe for possession. Add suffixes to spell longer words (e.g. -ment, -ness, -ful, -less, -ly). 	<ul style="list-style-type: none"> Make simple additions, revisions and corrections to their own writing by: evaluating their writing with a teacher and other pupils. Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently.

		<ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional). • Write about real events, recording these simply and clearly. 	<ul style="list-style-type: none"> • Use commas in a list. • Begin to use exclamation marks. • Use apostrophes for possession and contractions. • Use present and past tense mostly correctly and consistently. • Use co-ordination (e.g. <i>or/and/but</i>) and some subordination (e.g. <i>when/if/that/because</i>) to join clauses. • Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>he is drumming, she is shouting</i>). • Understand and use specific Year 2 terminology (<i>noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma</i>). 	
Year 3	<ul style="list-style-type: none"> • Discussing and recording ideas. • Adopt the features of existing texts to shape own writing. • Compose and rehearse sentences orally. • Read their own writing aloud, to a group or the whole class, using intonation and volume so that the meaning is clear. • Organise paragraphs around a theme. 	<ul style="list-style-type: none"> • Write narratives, describing setting and characters within a storyline or plot. • Use paragraphing to group related material, focussing on a theme or topic. • In non-narrative, use simple organisational devices (headings and subheadings). 	<ul style="list-style-type: none"> • Use fronted adverbials. • Demonstrate an understanding of the difference between the plural and possessive -s. • Show awareness of standard English verb inflections (e.g. I did vs. I done). • Beginning to paragraph as a way to group related material. • Using present and past tense correctly and consistently • Use coordination and subordination. • Using a range of conjunctions and choice of pronouns to maintain clarity and avoid repetition. • Using capital letters, full stops, commas, exclamation marks, question marks and mostly correctly. • Using apostrophes (to indicate possession and contraction) sometimes correctly. • Punctuating direct speech mostly accurately. • Extend noun phrases. 	<ul style="list-style-type: none"> • Evaluate the effectiveness of their own and others' writing. • Identify some spelling and punctuation errors and make some changes to grammar and vocabulary. • Proofread for spelling and punctuation errors.
Year 4	<ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure. • Discussing and recording ideas. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> • In narratives, create increasingly complex settings, characters and plot. • In non-narrative work, use organisational devices such as headings and sub-headings with increasing effect. • Describe settings and characters using a range of devices and techniques. • 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. 	<ul style="list-style-type: none"> • Use paragraphs to organise and sequence writing effectively. • Use and sustain the appropriate tense throughout. • Use a range of cohesive devices to maintain clarity throughout and avoid repetition. • Use a wide range of punctuation correctly: full stops, capital letters, question/exclamation marks, commas in lists, apostrophes to mark contraction and the possession of singular nouns. Place the possessive apostrophe accurately in words with regular plurals (e.g. girls') and in words with irregular plurals (e.g. children's). • Discuss writing similar to that which they are planning to write in order to understand and learn from its vocabulary and grammar. • Extend the range of sentences with more than one clause by using a wider range of conjunctions (including when, if, because, although). 	<ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proofread for spelling and punctuation errors.

			<ul style="list-style-type: none"> • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Use conjunctions, adverbs and prepositions to express time and cause (and place). • Use commas after fronted adverbials. • Extended noun phrases, including with prepositions. <p>Use and punctuate direct speech mostly correctly (including punctuation within and surrounding inverted commas).</p>	
Year 5	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing. • Noting and developing initial ideas, drawing on reading and research where necessary. • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. 	<ul style="list-style-type: none"> • Write for a range of purposes and audiences. • Create atmosphere. • Begin to integrate dialogue to convey character and advance action. • Use cohesive devices to build cohesion within paragraphs (e.g. then, after, firstly). • Begin to use cohesive devices such as adverbials (time, place, number) across paragraphs. 	<ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). • Use sentences with more than one clause (including the use of adverbs, adverbial phrases, conjunctions and direct speech) to add detail, qualification and precision. • Use relative clauses beginning with: who, which, where, when, whose, that or an omitted relative pronoun. • Use brackets, dashes or commas to indicate parenthesis. • Use of commas to clarify meaning or avoid ambiguity. • Use inverted commas and other punctuation to indicate direct speech. (E.g. a comma after the reporting clause; end punctuation within inverted commas: 'The conductor shouted, "Sit down!"') • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. • Proposing changes necessary to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree). • Proof read for spelling and punctuation errors. • Use a thesaurus to select more focused language.
Year 6	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing. Selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. 	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. <i>the use of the first person in a diary; direct address in instructions and persuasive writing</i>). • Selecting appropriate form and using other similar writing as models for their own. • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear. • Using a wide range of devices to build cohesion within and across paragraphs. 	<ul style="list-style-type: none"> • Precising longer passages. • Using further organisational and presentational devices to structure text and to guide the reader. • Ensure correct subject and verb agreement. • Use expanded noun phrases to convey completed information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. • Use relative clauses. • Converting nouns or adjectives into verbs. • Recognising vocabulary and structures that are appropriate for formal use. • Use passive verbs to affect the presentation of information. • Use the perfect form of verbs to mark relationships of time and cause. • Differences in informal and formal language. • Use grammatical connections and adverbials for cohesion. • Use ellipsis. • Using commas to clarify meaning or avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. • Using hyphens to avoid ambiguity. 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own writing and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choose the appropriate register • Proof-read for spelling and punctuation errors.

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| | | | <ul style="list-style-type: none">• Using semicolons, colons or dashes between independent clauses.• Using a colon to introduce a list.• Punctuating bullet points consistently.• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).• In narratives, describe settings characters and atmosphere.• Integrate dialogue in narratives to convey character and advance the action.• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.• Use verb tenses consistently and correctly throughout their writing. | |
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