



## Writing Progression All Saints Church School

*"All things are possible if you believe." Mark 9:23*

|                            | EYFS  | Year 1  | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
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| <b>Writing contexts</b>    | To attempt to write short sentences in meaningful contexts                        | To have a range of short narratives (fiction and non)   | <p>To write narratives about personal experiences as well as those of others (real and fiction)</p> <p>To write about real events, recording simply and clearly</p> <p>To write poetry</p> <p>To write effectively and coherently for different purposes</p> | To begin to discuss writing that is similar to that which they are planning to write in order to structure, vocabulary and grammar | To discuss writing that is similar to that which they are planning to write in order to structure, vocabulary and grammar | <p>To identify an audience for the purpose of writing</p> <p>To write narratives, beginning to consider how authors have developed characters and settings in what pupils have read, listened to or performed</p> | To identify an audience for the purpose of writing, selecting the appropriate form and using other similar writing as models for their own.<br><br>To write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or performed |
| <b>Planning of writing</b> | <p>To make a choice about what to write</p> <p>To rehearse by saying the word</p> | <p>To say aloud what is going to be written about</p> <p>To write sentences by first saying</p> | To plan or say aloud what pupils are going to write about  | To begin to use ideas from own reading and modelled examples to plan   | <p>To discuss and record ideas</p> <p>To compose and rehearse sentence orally (including</p>                              | To note and develop initial ideas, drawing on reading research where necessary  | To note and develop initial ideas, drawing on reading research where necessary  |

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|                            | <p>or sentence orally several times</p> <p>To remember the word/ sentence that is being written</p>         | <p>them aloud (think-say-write)</p>  |   | <p>To discuss and record ideas</p> <p>To compose and rehearse sentence orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>                                     | <p>dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>  |   |  |
| <b>Drafting of writing</b> | <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters</p> | <p>To write sequences of sentences in order to create a short narrative</p> <p>To re-read what has been written in order to check it makes sense</p> | <p>To write down ideas/ key words/ new vocabulary</p> <p>To encapsulate what pupils want to say, sentence by sentence</p> | <p>To begin to organise paragraphs around a theme</p> <p>To begin to create settings, characters and plot within narratives</p> <p>To begin to use simple organisational devices (headings and sub-headings) within non-narrative writing</p> | <p>To organise paragraphs around a theme</p> <p>To create settings, characters and plot within narratives</p> <p>To use simple organisational devices (headings and sub-headings) within non-narrative writing</p> | <p>To select appropriate vocabulary and grammar understanding how choices can enhance and change meaning</p> <p>To describe settings, characters and atmosphere within narratives, integrating dialogue to convey</p> | <p>To confidently select a wider range of appropriate vocabulary and grammar understanding how choices can enhance and change meaning</p> <p>To describe settings, characters and atmosphere in more detail within narratives, integrating dialogue to</p> |

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|                           |  |  |  |  |   | character and advance action  | convey character and advance action<br><br>Precise longer passages<br>To use a wider range of devices to build cohesion within and across paragraphs<br><br>To use further organisational and presentational devices to structure text and to guide the reader |
| <b>Editing of writing</b> | I can write simple phrases and sentences that can be read by others. | To discuss what has been written with a teacher or other pupils<br><br>To make simple changes with support | To re-read and check work for errors in spelling, punctuation and grammar<br><br>To evaluate work with teachers and other pupils<br><br>To re-read work for sense and verb use - indicating time – is consistent, including verbs in | To begin to assess the effectiveness of others and their own writing and suggest improvements<br><br>To begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of | To assess the effectiveness of others and their own writing and suggest improvements<br><br>To consider changes to grammar and vocabulary to improve consistency, including the accurate use of | To assess the effectiveness of others and their own writing<br><br>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | To assess the effectiveness of others and their own writing<br><br>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  |

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|                           |  |  | the continuous form   | pronouns in sentences<br><br>To proof-read for spelling and punctuation errors  | pronouns in sentences<br><br>To proof-read for spelling and punctuation errors   | To ensure consistent and correct use of tense throughout a piece of writing<br><br>To ensure correct use of subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register<br><br>To proof-read for spelling and punctuation errors | To ensure consistent and correct use of tense throughout a piece of writing<br><br>To ensure correct use of subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register<br><br>To proof-read for spelling and punctuation errors |
| <b>Performing writing</b> | I can express my ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, | To read aloud work clearly enough for others to hear | To read aloud what has been written with appropriate intonation to make the meaning clear | To read back written work aloud to a group or the whole class, using appropriate intonation and controlling tone and volume so that meaning is clear. | To read back written work aloud to a group or the whole class, using appropriate intonation and controlling tone and volume so that meaning is clear | To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear   | To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear   |

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|                   | with modelling and support from their teacher.  |   |   |  |   |   |  |
| <b>Vocabulary</b> | To write own name, labels and captions  | To leave spaces between words when writing<br><br>To develop an understanding of using the word 'and' to join words and clauses | To use adjectives<br><br>To use expanded noun phrases to expand and specify<br><br>To understand simple verbs in the present and past tense | To begin to extend the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because and although<br><br>To use conjunctions, adverbs and prepositions to express time and cause<br><br>To begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | To extend the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because and although<br><br>To use a wider range of conjunctions, adverbs and prepositions to express time and cause<br><br>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | To use a thesaurus<br><br>To use expanded noun phrases to convey complicated information concisely<br><br>To begin to use modal verbs or adverbs to indicate degrees of possibility | To use a thesaurus<br><br>To use expanded noun phrases to convey complicated information concisely<br><br>To use modal verbs or adverbs confidently to indicate degrees of possibility |
| <b>Grammar</b>    | To group marks/ letters together in word clusters<br><br>To write using a range of upper- | To use capital letters for names of people, places, the days of the week, and the personal pronoun 'I'                          | To identify and use capital letters to start sentences, for names of people, places, shops, days of week, months, titles (Mr and Mrs)       | To use the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)  | To use fronted adverbials (e.g. Later that day, I heard the bad news)   | To use the perfect form of verbs to mark relationships of time and cause  | To use the perfect form of verbs to mark relationships of time and cause   |

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|  | <p>and lower-case letters</p> | <p>To use regular plural nouns (-es, -s)</p> <p>To use verb suffixes where the root word is unchanged – ed, ing, er</p> <p>To use the prefix ‘un’</p> <p>To sequence sentences to form a short narrative</p> <p>To leaves spaces between words when writing</p> <p>To use full stops and question marks to demarcate sentences</p> | <p>and the personal pronoun ‘I’</p> <p>To recognise and write different sentence types, including statements, questions, commands and exclamations</p> <p>To use present and past tense correctly and consistently including progressive form</p> <p>To use coordination (or, and or but) and some sub-ordination to join clauses using; when, if, that, or because</p> <p>To recognise and use written Standard English</p> <p>To use suffixes to make new words (ful, er, ness)</p> | <p>To use the present tense perfect form of verbs in contrast to the past tense.</p> <p>To use Standard English verb inflections instead of local spoken forms (I did vs I done)</p> | <p>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>To know the difference between plural and possessive -s</p> <p>To use Standard English verb inflections instead of local spoken forms (I did vs I done)</p> <p>To use an appropriate choice of pronoun or noun to create cohesion</p> | <p>To use relative clauses beginning with who, which, where, when, that or with an implied (i.e. omitted) relative pronoun</p> <p>To convert nouns or adjectives into verbs</p> <p>To use verb prefixes</p> <p>To use devices to build cohesion, including adverbials of time, place and number</p> | <p>To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>To use passive verbs to affect the presentation of information in a sentence</p> <p>To know the difference in informal and formal language</p> <p>To understand the difference between synonyms and antonyms</p> <p>To use further cohesive devises such a grammatical connections and adverbials</p> |
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|                    |  |   | <p>To use commas to separate items in a list of single words</p> <p>To understand and use apostrophes to mark where letters are missing in spellings e.g. don't and can't (possessive singular)</p> |   |  |   |   |
| <b>Punctuation</b> | <p>To sometimes put a full stop at the end of a line</p> <p>To sometimes start writing with a capital letter.</p> <p>To use some clearly identifiable letters to communicate meaning</p> | <p>To begin to punctuate sentences with full stops and capital letters</p> <p>To begin to punctuate sentences with question marks</p> | <p>To understand when to use full stops, capital letters, question marks and exclamation marks</p> <p>To use apostrophes for contracted forms and possessive singular</p>                           | <p>To use the full range of punctuation from previous year groups</p> <p>To begin to use inverted commas to punctuate direct speech through narrative</p> | <p>To use and punctuate direct speech</p> <p>To use commas after fronted adverbials</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns</p> | <p>To use commas to clarify meaning and avoid ambiguity in writing</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> | <p>To use hyphens to avoid ambiguity</p> <p>To use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>To use a colon to introduce a list punctuating bullet points consistently</p> <p>To use ellipsis</p> |
| <b>Terminology</b> | Letter, word, number, phoneme, full  | Letter, capital letter, word, singular, plural,   | To begin the understand the different types of  | Adverb, preposition, conjunction, word  | Determiner, pronouns, possessive   | Modal verb, relative pronoun, relative clause,  | Subject, object, active, passive, synonym,  |

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|  | stop, capital letter, digraph (Special Friends), split digraph, trigraph | sentence, punctuation, full stop, question mark | nouns and use them in writing (noun, noun phrase, proper nouns, common noun and abstract noun)<br><br><i>Statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and Present), apostrophe, comma</i> | family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, inverted commas (or speech marks) | pronouns, adverbial, | parenthesis, bracket, dash, cohesion, ambiguity | antonym, ellipsis, hyphen, colon, semi-colon, bullet points |
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