

Writing Progression | Curriculum Progression for Learning

Writing
Purposes and
Genres

Writing
Composition

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Purposes and Genres		<p>Writing to inform</p> <ul style="list-style-type: none"> • Instructions • Fact Files • Recount <p>Writing to entertain</p> <ul style="list-style-type: none"> • Retelling Stories 	<p>Writing to inform</p> <ul style="list-style-type: none"> • Recount • Non-chronological report <p>Writing to entertain</p> <ul style="list-style-type: none"> • Narratives (from personal experience) • Descriptions • Poetry 	<p>Writing to inform</p> <ul style="list-style-type: none"> • Non-chronological report <p>Writing to entertain</p> <ul style="list-style-type: none"> • Narrative • Descriptions • Poetry <p>Writing to persuade</p>	<p>Writing to inform</p> <ul style="list-style-type: none"> • <p>Writing to entertain</p> <ul style="list-style-type: none"> • Narrative • Descriptions • Poetry <p>Writing to persuade</p>	<p>Writing to inform</p> <ul style="list-style-type: none"> • Newspaper Report • Non-chronological report • Diaries <p>Writing to entertain</p> <ul style="list-style-type: none"> • Narrative • Poetry <p>Writing to persuade</p> <ul style="list-style-type: none"> • Letter • Advertise 	<p>Writing to inform</p> <ul style="list-style-type: none"> • Newspaper Report • Non-chronological report • Diaries <p>Writing to entertain</p> <ul style="list-style-type: none"> • Narrative Writing • Poetry <p>Writing to persuade</p> <ul style="list-style-type: none"> • Letter • Advertise
Writing Composition		<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation • read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>plan their writing by:</p> <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 <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own 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 choosing the appropriate register • proof-read for spelling and punctuation errors 	<p>plan their writing by:</p> <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 <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own 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 choosing the appropriate register • proof-read for spelling and punctuation errors

Vocabulary,
Grammar and
Punctuation

Handwriting

	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <p>Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written standard English. <p>Terminology for pupils: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns with growing success. beginning to use and punctuate direct speech though not always accurate <p>Terminology for pupils: preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter inverted commas</p>	<ul style="list-style-type: none"> using fronted adverbials followed by a comma choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns accurately using and punctuating direct speech accurately <p>Terminology for pupils: determiner pronoun, possessive pronoun adverbial</p>	<ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun using brackets, dashes or commas to indicate parenthesis using modal verbs or adverbs to indicate degrees of possibility using expanded noun phrases to convey complicated information concisely using the perfect form of verbs to mark relationships of time and cause using commas to clarify meaning or avoid ambiguity in writing <p>Terminology for pupils: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using expanded noun phrases to convey complicated information concisely using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently <p>Terminology for pupils: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>
	<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. 	<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. 	<ul style="list-style-type: none"> 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 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]. 	<ul style="list-style-type: none"> 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 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]. 	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters <p>choosing the writing implement that is best suited for a task.</p>