Hall Green Primary School's Writing Progression

NC	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Give meaning to marks they make as they draw, write and paint. Breaking the flow of speech into words. Hear and say the initial sound in words	Children use their phonic knowledge to write words in ways which match spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	**Planning skills:** Introduce collaborative planning, using literacy books to draft, edit and up level. Using various planning formats: story mountains collaborative writing mind maps ***To write from memory simple sentences.***	**Planning skills:** Introduce the use of draft books for children to begin planning and drafting in: story mountains collaborative writing mind maps ***To write from memory simple sentences using common exception words and Year 2 punctuation.***	**Planning skills:** Remind children of the correct use of draft books. eg story mountains collaborative writing mind maps	**Planning skills:** Children to be exposed to a range of planning structures and consistently use draft books for editing and up-levelling. eg Collaborative Modelling Boxing up Structure Strips Story mountain Mind maps Draft Books	**Planning skills:** Use a variety of planning structures eg Collaborative Modelling Boxing up Structure Strips Story mountain Mind maps Draft Books Children should be shown how to adapt for purpose. eg Using own experiences to write stories.	**Planning skills:** Demonstrate the process needed to plan writing by thinking aloud to generate ideas. Choose the most appropriate planning structure. eg Collaborative Modelling Boxing up Structure Strips Story mountain Mind maps Draft Books Critically evaluate and use appropriate features to adapt. eg Creating own success criteria independently.
Expectations and Text Types			**Expectations** Children will be expected to write at least 50% of their pieces in narrative format. Expected exposure to each type of writing. **Writing to entertain stories (including**	**Expectations** Children will be expected to write at least 50% of their pieces in narrative format. Expected exposure to each type of writing. **Writing to entertain**	**Expectations** Children will be expected to be exposed to all the writing purposes below not each text type within. <u>**Writing to entertain**</u>	<u>**Writing to entertain**</u> **Stories** **Descriptions** **Poetry** **Characters/Settings** Text features: ● Use detailed description-Expanded	<u>**Writing to entertain**</u> **Narratives (Character and setting descriptions to become integrated into whole narrative)** **Poetry** Text features: ● Detailed description	<u>**Writing to entertain**</u> **Narratives (Character and setting descriptions to become integrated into whole narrative)** **Poetry** Text features: ● Detailed description

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			Writing to entertain **Stories (including retellings)** **Descriptions** **Poetry** **Character** Text features: • Use of sequencing • Using simple noun phrases • Use of adjectives • Use of simple punctuation • Use of simple adverbials **Writing to inform** **recount** **letter** **instructions** **non-fiction texts** Text features: • Use of sequencing • Using simple noun phrases • Use of adjectives • Use of simple punctuation • Use of simple adverbials • Use of statements	retellings) **Descriptions-** Characters/Settings **poetry** **in-character/ role** Text features: • Use of sequencing • Use of expanded noun phrases • Use of adjectives • Use of simple punctuation • Use of adverbials **Writing to inform** **recount** **instructions** **non-fiction texts** Text features: • Use of sequencing • Using simple noun phrases • Use of adjectives • Use of simple punctuation • Use of simple adverbials • Use of statements • Use of simple tense	**Stories** **Descriptions-** Characters/Settings **Poetry** Text features: • Use detailed description • Uses pronouns to avoid repetition. • Uses conjunctions, adverbs and prepositions • Use of paragraphs to organise in time sequence **Writing to inform** **Recount-** Diary/Letter **Instructions** Text features: • Use paragraphs used to group related ideas • Use headings/sub headings **Writing to persuade**	Noun Phrases, Fronted adverbials • Use paragraphs to organise in time sequence • Explore and compare different forms of past tenses- progressive and possessive • Subordinate clauses **Writing to inform** **Recount-** in the form of Letter/ newspaper/ Diary **Instructions** Text Features: • Paragraphs to group ideas • Subheadings to label content • To add detail to writing through subordinating conjunction, expanded noun phrases, commas, relative clauses, present perfect. **Writing to persuade**	• Use of paragraphs to organise in time sequence • Use a range of tenses to indicate changes in timing and sequence **Writing to inform** **Report-** Explanation/ non-chronological **Recount-** Diary/ newspaper/ letter **Biography** Text features: • Paragraphs used to group related ideas • Headings/sub headings • Use of technical vocab • Glossary **Writing to persuade** **Advertisement** **Speech** Text features: • Use of 2nd person • Personal pronouns • Planned repetition • Facts and	• Use of paragraphs to organise in time sequence • Use a range of tenses to indicate changes in timing and sequence **Writing to inform** **Report-** explanation/ non-chronological **Recount-** Diary/ newspaper/ letter **Biography** Text features: • Paragraphs used to group related ideas • Headings/sub headings • Use of technical vocab • Glossary **Writing to persuade** **Brochure** **Letter** **Speech** Text features: • Use of 2nd person • Personal pronouns

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			• Use of simple tense • Use of imperative verbs	• Use of imperative verbs	**Advertisement-Poster Letter** **Text Features:** • Use of 2nd person • Planned repetition • Facts and statistics • Adjectives for positive description	**Advertisement-** in the form of either a Poster or a leaflet **Letter** **Text features:** • Use of 2nd person • Planned repetition • Use of facts and statistics • Adjectives for emotive language. • Use of sentence types including imperative verbs, rhetorical questions, relative clauses, noun phrases.	statistics • Hyperbole • Link to oracy • Use of colour and images **Writing to discuss** **Balanced argument** **Review** Text features: • Appropriate use of cohesive devices • Use of subjunctive form where needed • Use of paragraph to structure arguments • Formal/impersonal language	• Planned repetition • Facts and statistics • Hyperbole • Link to oracy • Use of colour and images **Writing to discuss** **Balanced argument** **Newspaper** **Review** Text features: • Appropriate use of cohesive devices • Use of subjunctive form where needed • Use of paragraph to structure arguments • Formal/impersonal language
Grammar and Punctuation		Finger spaces, capital letters and full stops.	Begin to use full stops, question marks, exclamations;	Use full stops, question marks, exclamations; Commas to separate items in a list; Begin to use inverted commas	**Word** Formation of nouns using a range of prefixes (*super–, anti–, auto–*) Use of the forms a or an according to whether the next word begins with a	**Word** The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms	**Word** Convert nouns or adjectives into verbs using suffixes (e.g. –ate; –ise) and prefixes (e.g. dis–, de–, mis–, over– and re–).	**Word** Understand the vocabulary difference between formal and informal for speech and writing (find out – discover; ask for – request; go

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consonant or a vowel (*a rock, an open box*)
Word families based on common words, showing how words are related in form and meaning (*solve, solution, solver, dissolve, insoluble*)
Use a range of prefixes, (*super, anti, auto*)
Use noun/pronouns with cohesion

Sentence
Expressing time, place and cause using: conjunctions (*when, before, after, while, so, because*)
Adverbs (*then, next, soon, therefore*)
Prepositions (*before, after, during, in, because of*)
Use a range of conjunctions including when/if/because/although, to write sentences containing more than one clause.
Demonstrate a range of sentence structures (*Subordinate clause and a range of conjunctions*)
Uses some present perfect form of verbs (*She has gone*) instead of the simple

(*we were instead of we was, or I did instead of I done*)
Further prefixes and suffixes and how to add them.
Can use homophones consistently.
Place apostrophes in regular and irregular plurals (*girls' and boys'*)
Apply words with contracted forms

Sentence
Noun phrases; expanded by the addition of modifying adjectives, nouns and prepositional phrases *(the teacher expanded to: the strict maths teacher with curly hair)*

Can use fronted adverbials to express time, place and cause using conjunctions, adverbs or prepositions. (*Later that day, I heard the bad news.*)

Will make greater use of pronouns and nouns across sentences to avoid repetition.

Use paragraphs to link ideas around a theme.

Sentence
Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility *(perhaps, surely)* or modal verbs *(example, might, should, will, must).*

Text
use devices to build cohesion within a paragraph *(then, after that, this, firstly).*

Link ideas across paragraphs using adverbials of time *(later)* place *(nearby)* and number *(secondly)* or tense choices *(he had seen her before).*

Punctuation
Use of brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity.

Terminology to introduce.
modal verb
relative pronoun
relative clause
parenthesis

in – enter)

How words are related by meaning as synonyms and antonyms *(big, large, little).*

Sentence
Use passive verbs to affect the meaning of sentences
(I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)).

Understand the difference between informal speech, formal speech and writing
(the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)

Text
Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections
(The use of adverbials such as on the other hand, in

					past (*She went*). **Text** Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation Use of the present perfect form of verbs instead of the simple past (*He has gone out to play contrasted with He went out to play*) **Punctuation** Introduction to inverted commas to punctuate direct speech Uses punctuation mostly accurately including some use of inverted commas to indicate direct speech.	Confidently and consistently express time and cause using prepositions and adverbs (*before, after, during, in, because of,*) Consistently use inverted commas and other punctuation to indicate direct speech. Use commas after fronted adverbials (Eventually, the waiter arrived.) Evaluate and edit their work. **Text** Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use narrative structure- opening, build up, dilemma, resolution, ending). Use increasing range of poetic techniques (*rhyming couplets, onomatopeia*) and structures (*free verse, acrostic*) Chronological order **Punctuation**	bracket dash cohesion	contrast, or as a consequence*)*; and ellipsis. Layout devices *(for example, headings, sub-headings, columns, bullets, or tables, to structure text)* **Punctuation** Use of the semi-colon (;), colon (:) and dash (-) to mark the separation between independent clauses *(It's raining; I'm fed up)* Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity *(for example, man eating shark versus man-eating shark, or recover versus re-cover)*

						Use of inverted commas and other punctuation to indicate direct speech (*a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"*) Apostrophes to mark plural possession (*the girl's name, the girls' names*) Use of commas after fronted adverbials		
Terminology to be introduced		Capital letters Describing words Doing words	Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark	Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjective Adverb Verb Tense Apostrophe Comma	Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Letter Vowel Inverted commas	Determiner Pronoun Possessive Adverbial	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity	Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points
Transcription *Spelling*			Use letter names to distinguish between alternative spellings of the same sound Use plurals *(s/ es);* Use prefixes *(un);* Add a suffix *(ing/ er/ ed);* Spelling days of the week and Year 1 common exception	Use alternative spelling patterns for words where one or more spelling pattern is already known. Use irregular plurals *(eg. baby - babies, mouse - mice);* Independently use simple prefixes *(un/ dis);*	Use the first two or three letters of a word to check its spelling. Write simple sentences from memory dictated by the teacher. Can spell some common	Use the first two or three letters of a word to check its spelling. Write simple sentences from memory dictated by the teacher. Can spell some common	Writes from memory simple sentences that have been dictated by the teacher that include words and punctuation listed in the year 5 national curriculum document.	The child writes from memory simple sentences dictated by the teacher that includes words and punctuation listed for Y6 in the NC document. The child applies morphological and

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			words; Spell simple contractions; Recognise that homophones have different spellings but the same sound; Clap and count 2 syllable words	Use suffixes, including spelling changes *(ness/ er/ ess/ ly)*; Apostrophes to mark contractions; spell more common words with contracted forms *(eg couldn't/ can't)* Select the correct spelling for homophones *(eg. there/ their/ they're)* Spell decodable high frequency words correctly *(assessment each half term)* Spell Year 2 common exception words Count and spell 3 and 4 syllable words;	homophones, e.g. their and there.	homophones, e.g. their and there.	Accurately applies some of the spelling rules and patterns listed for Y5/Y6 in the NC document. Child spells most homophones and other words that are often confused, accurately , and some words with silent letters. Child accurately spells some of the words listed for Y5/Y6 in the NC document accurately.	etymological knowledge and the full range of rules and patterns listed in the NC document for Y5/Y6, and understands that some spellings need to be learnt specifically. The child accurately spells most words with silent letters, and homophones and other words that are often confused. The child accurately spells most words with silent letters, and homophones and other words that are often confused. The child accurately spells most words listed for Y5/Y6 in the NC document.
Transcription *Handwriting*	Can copy some letters e.g. letters from their name. Holds pencil between two fingers and thumb no longer using whole hand grasp.	Uses a pencil and holds it effectively to form recognisable letters most of which are correctly formed.	Correct letter formation and size for all letters (lower and uppercase) leaving spaces between words Write from left to right and top to bottom	Correct letter formation for all letters (lower and uppercase) Begin to join using diagonal and horizontal strokes Leave appropriate spaces between words Independently write within lines to	Writes with increasing legibility, e.g. lower case letters are an equal size; capitals are appropriate size and not joined to lower-case letters. Presentation: leave line spaces where appropriate, e.g. below a heading Begins to use	Use 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 (*ensure downward strokes of*	Maintains legible and fluent handwriting when writing at increased speed. The child can use an unjoined style for specific purposes (*Labelling a diagram, writing an email address, algebra*)	Maintains legible, fluent handwriting at speed.

				organise work.	horizontal and vertical strokes that are needed to join letters and is starting to understand which adjacent letters are best left unjoined	*letters are parallel and lines of writing are spaced efficiently so ascenders and descenders do not touch)* Consistent sizing on most occasions.		

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