

Writing

Writing skills progression

Nursery			Reception		
Autumn	Spring	Summer	Autumn	Spring	Summer
<p>Writing</p> <ul style="list-style-type: none"> I can make marks to represent my ideas I can comment on my talk about my writing/ drawing 	<p>Writing</p> <ul style="list-style-type: none"> I can talk in detail about my mark making I can copy letters and write some independently 	<p>Writing</p> <ul style="list-style-type: none"> I can give meaning to marks that I make I can use lines and shapes to represent my name 	<p>Writing</p> <ul style="list-style-type: none"> I can write my own name with recognisable letters and without a model I can write some letters with some support I can write some sounds in sequence I can spell phonetically plausible words I can write CVC and some tricky words 	<p>Writing</p> <ul style="list-style-type: none"> I can form some letters correctly I can write my name without support with letters correctly formed I can spell a range of phonetically plausible words I can write simple phrases and short sentences with support 	<p>Writing</p> <ul style="list-style-type: none"> I can form most letters correctly I can write simple phrases and sentences that can be read by others I can write and spell regular and irregular words

Sentence progression

Reception	<p>A _____.</p> <p>My _____.</p> <p>It is _____.</p> <p>Name is _____.</p> <p>I am _____.</p> <p>I have _____.</p> <p>I like _____.</p> <p>The _____ is _____.</p>
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Year 1

Autumn	Spring	Summer
<ul style="list-style-type: none"> Understands how words can combine to make sentences Says aloud what they are going to write about Sits correctly at a table, holding a pencil comfortably and correctly. Form lower-case letters in the correct direction, starting and finishing in the right place Separate words with spaces Uses capital letters for names and the personal pronoun 'I'. Shows some awareness of capital letters and full stops To write two cohesive sentences. Use the correct pronoun to link the first sentence to the next sentence. Join words and clauses using 'and' 	<ul style="list-style-type: none"> To write two cohesive sentences. Use the correct pronoun to link the first sentence to the next sentence. Join words and clauses using 'and' Sequence sentences to form a short narrative To sustain cohesion over 3 sentences – All short Shows some awareness of question marks and exclamation marks to demarcate sentences To write a question To know how to use an exclamation mark Discusses what they have written with the teacher or other pupils. Understands which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practises these. 	<ul style="list-style-type: none"> To sustain cohesion over 3 sentences using 'and' in some of the sentences - longer pieces of writing (50 – 80 words) To include a question within a narrative (of statements) and ensure that all sentences are demarcated accurately. To include an exclamation within a narrative (of statements) and demarcate accurately Re-reads what they have written to check that it makes sense. Reads aloud their writing clearly enough to be heard

Sentence progression

Week	Sentence Structure	Model example	Week	Sentence Structure	Model example
1	Name is	Jack is sad (Who, feeling) Jack is hiding (Who, action) Jack is on the beanstalk (Who, Where)	10	Name _____. He Capital letters for names	Fred likes to play with Sarah. He plays hide and seek.
2	Name has	Jack has a hen (Who, what) Jack has a hen under his arm (Who, what, where)	11	The _____. She	The witch was sad. She lost her wand.
3	I am	I am happy (Who, feeling) I am catching the robber (Who, action)	12	Name _____. They	The dogs were barking. They saw a cat.
4	I have	I have got black hair (Who, what) I have 3 buttons on my coat (Who, what, where)	13	The _____. It / he / she / they Capital letters for proper nouns	The swan flew over Buckingham Palace. He saw the flag flying.
5	I like	I like apples (Who, what) I like eating apples for snack (Who, what, when)	14	Name _____. She / he	Mog was going to a party. She had a pretty cape on. Ben was going to the party. He took a cake.
6	Name was	Dog was snoring (Who, action) Cat was standing on the hay (Who, action, where)	15	The _____. He / She /	The teacher was happy. She gave a dojo. The man was driving fast. He crashed the car.
7	The ___ is	The spider is sad (Who, feeling) The spider is crawling in the bath (Who, action, where)	16	I am _____. It / they Plural s	I am eating chips. They are tasty. I am eating a grape. It is sweet
8	The ___ was	The cow was sad (Who, feeling) The lady pushed the cow out of the house (Who, action, where)	17	The _____. They / she / he	I am eating a hot dog. It is very tasty.
9	The ___ were	The frogs were looking (Who, action) The frogs were looking in the water. (who action, where)	18	I like _____. She / he/ they/ it/	I like chocolate. It is sweet. I like Mrs Brown. She is kind to me. I like Paddington. He is funny. I like your bag. It is shiny.

Year 2 Writing

	Autumn	Spring	Summer
1	Character Uses apostrophes to mark singular possession in nouns To write statements (cohesively) Uses co-ordination and, Uses co-ordination but	Fiction recount To write exclamatory sentences Uses expanded noun phrases for description. Uses co-ordination (using or, and, but).	2 week units to revise independent application of text types covered: Gap analysis should inform the grammatical teaching in each unit. Please refer to Teacher Assessment Framework Guidance to inform priorities. Instructions Character description Postcard (write at a different location e.g. a park so that they children do not mix up tenses) Recount Letter Short story retell Non-Chronological Report The book/s chosen will dictate the order to the texts taught. Try to extract a few texts out of one stimulus. The children's vocab will be richer. e.g. Jack and the Beanstalk: Character description of Jack. Recount of the day to throwing out the beans. Letter to mum from the Giants house. Instructions to make the Giant sleep Non Chronological – Giants Retell story from Giants point of view.
	Settings Uses expanded noun phrases for description. Uses subordination because	Non-Chronological report To write statements To write questions Uses subordination (when, if, because)	
2	Recount (real) Uses commas to separate items in a list. Uses subordination because Uses co-ordination (and, but) Consistent use of past tense throughout writing.	Story retell Uses subordination (when, if, because) Uses expanded noun phrases for description. Uses the progressive form of verbs in the present and past tense to mark actions in progress	
	Letter Uses apostrophes to mark where letters are missing in spelling. Uses subordination when and if Exclamation marks	Instructions Uses commas to separate items in a list. To write commands Uses expanded noun phrases for specification Uses subordination (when, if)	
	Poetry Question marks Expanded noun phrases for description	Simple story Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Expanded noun phrases for description	

Continuous	Learning of Deconstruction of the model text	Generating Ideas	Plan	Edit
Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Encapsulates what they want to say, sentence by sentence. Recap Yr1 Sentence and word level objectives And Capital letter for names and pronoun I Sustain several cohesive sentences (narrative) that make sense Will be achieved as a result of the opportunities presented by the teacher: Writes for different purposes (e.g. narratives, poetry, real events) Writes narratives about personal experiences and those of others (real and fictional)	Reading objectives being introduced to non-fiction books that are structured in different ways Become increasingly familiar with and retelling a wider range of stories e.g. fairy stories and traditional tales discussing the sequence of events in books and how items of information are related	Says out loud what they are going to write about. Generates ideas and/or key words, including new vocabulary.	Plans what they are going to write about. Writes down ideas and/or key words, including new vocabulary.	Makes simple additions, revisions and corrections to their own writing by evaluating their work with teacher and peers. Re-reads to check for sense and that verb tenses are used consistently, including in the continuous form. Proof reads for errors in spelling, grammar and punctuation. Reads aloud what they have written with appropriate intonation to make the meaning clear.

Year 3 Writing

	Autumn	Spring	Summer
1	<p>Character and setting description Expresses time using time prepositions Elaborate on basic information or events (e.g. nouns expanded by simple adjectives). Uses commas to separate items in a list.</p>	<p>Character and Setting Description Elaborate on basic information or events (e.g. nouns expanded by simple adjectives). Expresses place using place prepositions</p>	<p>Story middle and end (start provided via text) Use inverted commas to punctuate direct speech. Makes some use of the present perfect form of verbs, instead of the simple past In narratives creates settings, characters and plot.</p>
	<p>Story retell Write cohesive sentences that link / sustain an idea Demarcate most sentences with capital letters and full stops and use question marks correctly when required. Use coordinating conjunctions (and, but, or)</p>	<p>Recount Letter Expresses time using adverbs Expresses time, place and cause using conjunctions (focus on so) Use apostrophes for contractions/omission.</p>	<p>Biography Expresses place using place prepositions Expresses time using adverbs Use apostrophes for contractions/omission.</p>
	<p>Poetry Elaborate on basic information or events (e.g. nouns expanded by simple adjectives).</p>		
2	<p>Instructions Expresses time, place and cause using conjunctions (focus on because) Expresses time using adverbs</p>	<p>Non-Chronological Report Uses commas to separate items in a list. To know that a subordinate clause is additional information added on to a main clause</p>	<p>Fictional recount Use inverted commas to punctuate direct speech. Expresses time, place and cause using conjunctions Expresses place and time using prepositions</p>
	<p>Non-Chronological Report Expresses time, place and cause using conjunctions (focus on when). Attempts to use paragraphs as a way to group related material. In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings).</p>	<p>Story continuing Use inverted commas to punctuate direct speech. Makes some use of the present perfect form of verbs, instead of the simple past In narratives creates settings, characters and plot.</p>	<p>Explanation Expresses cause using cause prepositions (because of, due to) To know that a subordinate clause is additional information added on to a main clause Expresses time, place and cause using conjunctions (focus on when, so and because).</p>

Continuous	Model / Reverse Plan	Generating Ideas	Plan	Edit
<p>Progressively building a varied and rich vocabulary, and an increasing range of sentence structures.</p> <p>Recap prior learning from Yr 2: Subordinating and co coordinating conjunctions Accurate use of capital letters and full stops / question marks and exclamation marks</p> <p>Write cohesive sentences that link / sustain an idea Consistent use of past and present tense including progressive form</p>	<p>Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.</p>	<p>Composes and rehearses sentences orally (including dialogue),</p> <p>Progressively building a varied and rich vocabulary, and an increasing range of sentence structures.</p>	<p>Discusses and records ideas.</p>	<p>Assesses the effectiveness of their own and others' writing and suggests improvements.</p> <p>Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning is clear.</p>

Year 4 Writing

	Autumn	Spring			Summer
1	<p>Character and Setting - beginning Write cohesive sentences that link / sustain an idea Subordinating and coordinating conjunctions Accurate use of capital letters and full stops / question marks and exclamation marks</p>	<p>Non- chronological report Uses fronted adverbials with commas– place Uses expanded noun phrases with additional prepositional phrase (The timid cat under the chair slept silently) In non-narrative material, uses simple organisational devices</p>			<p>Non- chronological report Extend their range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, before, after, while. Rich varied vocabulary (technical vocabulary)</p>
	<p>Recount diary Uses fronted adverbials with commas– place and time (Maintain conjunctions from yr 3) Uses expanded noun phrases, by adding modifying adjectives</p>	<p>Character and Setting – build up - resolution Some correct use of apostrophes to mark plural possession Uses fronted adverbials with commas – Frequency Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>			<p>Short Story – retell with changes to setting or character Uses commas after time, place and frequency fronted adverbials (e.g. 'Later that day, I heard the bad news'). To punctuate within and around direct speech accurately. In narratives creates settings, characters and plot</p>
	<p>Poetry Rich varied vocabulary (relevant and cohesive adjectives, verbs and adverbs)</p>				
2	<p>Explanation Extend their range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, before, after, while. Fronted adverbials with commas - cause</p>	<p>Explanation Uses fronted adverbials with commas – frequency and time Expanded noun phrases (with modifying adjectives) Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>			<p>Biography Uses commas after fronted adverbials (e.g. 'Later that sodden morning, I heard the bad news'). In non-narrative material, uses simple organisational devices</p>
	<p>Persuasive advert Some correct use of apostrophes to mark plural possession Uses expanded noun phrases, by adding modifying adjectives (character, texture, size, etc) Extend their range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, before, after, while.</p>	<p>Short story –retell To punctuate within and around direct speech accurately. Uses expanded noun phrases, by combining two noun phrases (The strict teacher with the battered old handbag arrived at the station) In narratives creates settings, characters and plot</p>			<p>Recount letter Extend their range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, before, after, while. Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>
Continuous		Model / Reverse Plan	Generating Ideas	Plan	Edit
<p>Progressively building a varied and rich vocabulary, and an increasing range of sentence structures. Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms Use determiners. Use standard English – did, done, was, were etc. Recap prior learning: Recap general speech use – simple inverted commas Subordinating and coordinating conjunctions Accurate use of capital letters and full stops / question marks and exclamation marks Write cohesive sentences that link / sustain an idea</p>		<p>Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.</p>	<p>Discusses and records ideas. Composes and rehearses sentences orally (including dialogue) Composes and rehearses sentences, progressively building a varied and rich vocabulary. Composes and rehearses sentences with an increasing range of sentence structures.</p>	<p>Discusses and records ideas.</p>	<p>Assesses the effectiveness of their own and others' writing and suggests improvements. Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-reads for spelling and punctuation errors. Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning is clear.</p>

Year 5 Writing

	Autumn	Spring	Summer	
1	Recount formal Uses relative clauses beginning with who, that, which. Uses a range of linking ideas across paragraphs – place (nearby)	Discussion Uses relative clauses beginning with who, which, where, when, whose, that. Uses commas to clarify meaning or avoid ambiguity. Distinguish between the language of speech and writing, and choosing the appropriate register.	Story – different perspective Describes atmosphere Dialogue to convey character and advance the action Distinguish between the language of speech and writing, and choosing the appropriate register.	
	Story - Adventure Integrates dialogue to convey character Uses a range of linking ideas across paragraphs- adverbials of time Uses a range of devices to build cohesion within a paragraph	Story – flashback (historical) Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action	Discussion Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Distinguish between the language of speech and writing, and choosing the appropriate register.	
	Poetry Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect.			
2	Explanation text Uses commas to clarify meaning or avoid ambiguity. Uses brackets to indicate parenthesis. Uses relative clauses beginning with which, where, when, that	Biography Uses brackets to indicate parenthesis. Uses a range of devices to build cohesion within a paragraph Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	Explanation Indicates degrees of possibility using modal verbs Uses a range of linking ideas across paragraphs:-number (secondly) Uses relative clauses with an omitted relative pronoun.	
	Persuasive Letter Uses commas to clarify meaning or avoid ambiguity. Indicate degrees of possibility using adverbs Indicates degrees of possibility using modal verbs	Recount – Informal Uses dashes to indicate parenthesis (informal). Indicate degrees of possibility using adverbs Uses a range of linking ideas across paragraphs: tense choices (he had seen before)	Non-Chronological report Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Uses commas to clarify meaning or avoid ambiguity. Uses a range of linking ideas across paragraphs time, place, tense choice	
Continuous		Model / Reverse Plan	Generating Ideas and plan	Edit
Ensures correct subject and verb agreement when using singular and plural Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect. Use a thesaurus to generate relevant vocabulary Recap prior learning: Increasing range of sentence structures to include subordinating conjunctions, adverbial phrases and fronted adverbials Subordinating and co coordinating conjunctions Accurate use of capital letters and full stops / question marks and exclamation marks Write cohesive sentences that link / sustain an idea Consistent use of past and present tense including progressive form		Assesses the effectiveness of others' writing.	Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing. Makes notes and develops initial ideas, drawing on reading and research where necessary. When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors.	Assesses the effectiveness of their own, and others' writing. Proof-reads for errors in spelling and punctuation. Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensures the consistent and correct use of tense throughout a piece of writing.

Year 6 Writing

	Autumn	Spring	Summer	
1	<p>Short Story Uses linking ideas within and across paragraphs using a wider range of cohesive devices Integrates dialogue to convey character and advance the action. Describes settings and character cohesively</p>	<p>Short Story Uses linking ideas within and across paragraphs using a wider range of cohesive devices (sentence structures vary, sustaining ideas) In narratives describe atmosphere To shift the levels of formality throughout writing to sustain tone and character</p>	<p>Explanation Uses the dash to mark the boundary between independent clauses Uses the colon to mark the boundary between independent clauses Uses linking ideas within and across paragraphs using a wider range of cohesive devices (sentence structures)</p>	
	<p>Recount Informal Recognises and uses different structures typical of informal speech and structures appropriate for informal writing Link ideas across paragraphs by using a range of cohesive devices (f. Adverbials, short sentences, conjunctions)</p>	<p>Recount formal To recognise and use different structures for formal speech and writing Describe settings, characters and atmosphere Use the subjunctive form</p>	<p>Flashback Story To shift the levels of formality throughout writing to sustain tone and character Uses linking ideas within and across paragraphs using a wider range of cohesive devices Integrates dialogue to convey character and advance the action.</p>	
2	<p>Non-Chronological Report Uses the colon to introduce a list and uses semi-colons within extended lists. Uses further organisational and presentational devices to structure text and to guide the reader Link ideas across paragraphs by using a range of cohesive devices (pronouns, synonyms for nouns etc)</p>	<p>Persuasion Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience. Modal verb and adverb of possibility to aid persuasion (YR 5)</p>	<p>1 - 2 week units to revise independent application of text types covered: Gap analysis should inform the grammatical teaching in each unit. Please refer to Teacher Assessment Framework Guidance to inform priorities.</p> <p>The book/s chosen will dictate the order to the texts taught. Try to extract a few texts out of one stimulus. The children's vocab will be richer. e.g. The Wonder Garden:</p> <p>Non Chronological report in the style of Jenny Broom Informal diary of a walk through the Amazon Forest Persuasion – Global warming – bleaching of the Great Barrier Reef Short story – Lost in the Amazon Rainforest Formal letter – Deforestation</p>	
	<p>Discussion Text Uses the semi-colon to mark the boundary between independent clauses Uses the passive voice to affect the presentation of information in a sentence</p>	<p>Biography Uses the passive voice to affect the presentation of information in a sentence Uses linking ideas within and across paragraphs using a wider range of cohesive devices (sentence structures vary, sustaining ideas) Use of ellipsis</p>		
	<p>Poetry describe settings, characters and atmosphere</p>			
Continuous		Model / Reverse Plan	Generating Ideas and plan	Edit
Shows knowledge of how hyphens can be used to avoid ambiguity use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Punctuates bullet points when listing information (Science, History, Geography and RE)		Assesses the effectiveness of others' writing Makes notes and develops initial ideas, drawing on reading and research where necessary.	When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors. Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Assesses the effectiveness of their own and others' writing Proof-reads effectively for spelling and punctuation errors. Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensures the consistent and correct use of tense throughout a piece of writing Ensures correct subject and verb agreement when using singular and plural To distinguishing between the language of speech and writing choosing the correct register