

Burton Agnes Primary School – Writing progression

| English Composition | | | | | | | |
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| Reception | Year 1 Expected | Year 2 Expected | Year 3 Expected | Year 4 Expected | Year 5 Expected | Year 6 Expected | Year 6 Exceeded |
| PLANNING | | | | | | | |
| Use pictures to plan out a simple story | Orally rehearse, with a teacher or a partner what they are going to write about | Plan or say out loud with a partner what they are going to write about and write down ideas and key words including new vocabulary | Select pertinent points from discussions about 'good' to use when planning and record this in a simple success criteria | When planning writing, independently create and use key success criteria based upon examples of 'good' studied | When planning writing, draw upon prior knowledge of key success criteria alongside examples of more sophisticated texts | When planning writing, establish the features of a range of forms and apply them independently in own writing | When planning writing, establish the purpose and audience which is generally appropriate and highlights a range of stylistic devices to be included |
| DRAFT and WRITE including vocabulary, grammar and punctuation | | | | | | | |
| Write simple labels, phrases and sentences which can be read by themselves and others (phonetically plausible and using HFWs appropriately at relevant phase and with spaces between words) | Sequence sentences to form short narratives which show an understanding of sequencing Join words and sentences using <i>and</i> | Can use sentences with different forms: statement, question, exclamation, command Correctly and consistently use verbs to indicate time, including verbs in the continuous form Use subordination and co-ordination (when, if, that, because or, and, but) | Use simple sentence structures consistently applying adverbs and adjectives accurately | Use simple and compound sentence structures consistently. Use Standard English verb forms accurately Use expanded noun phrases and fronted adverbials | Use complex sentence structures consistently. Use relative clauses, adverbs and modal verbs to demonstrate degrees of possibility and shades of meaning | Use, understand and model to others different sentence structures to change and enhance meaning. Use passive, informal and formal speech and the subjunctive | Know, understand and use formal and informal registers appropriately |

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| <p>Begin to punctuate simple sentences using a capital letter and a full stop</p> <p>Use a capital letter for their name and the personal pronoun 'I'</p> | <p>Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week and personal pronoun 'I'</p> | <p>Punctuate using full stops, capital letters, question marks, commas for lists and apostrophes for contracted forms</p> | <p>Use and punctuate direct speech</p> | <p>Use and understand the grammatical difference between plural and possessive 's'</p> <p>Know and use all direct speech punctuation correctly</p> <p>Use commas after fronted adverbials</p> <p>Use a colon to introduce a list</p> | <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning (Eats, shoots and leaves)</p> | <p>Use ellipses accurately</p> <p>Use semi-colon, Use semi-colon within a list</p> <p>Use a colon and dash to mark the boundaries between independent clauses</p> <p>Use hyphens to avoid ambiguity eg. man eating shark v man-eating shark</p> | |
| | | | <p>Link ideas in paragraph like structures e.g. using the appropriate choice of pronoun/noun to avoid repetition</p> | <p>Organise ideas into paragraphs around a theme most of the time using connectives at the beginning of a sentence and beginning new paragraphs using adverbials(time, place, number)</p> | <p>Use paragraphing consistently.</p> <p>Develop ideas within and across paragraphs eg. using adverbials(time, place, number) or tense choices</p> | <p>Consistently demonstrates obvious cohesion within and between paragraphs eg. using repetition of a word/phrase and grammatical connections eg. adverbials – on the other hand, in contrast, as a consequence</p> | <p>Demonstrate subtle cohesion within and between paragraphs e.g. inferring characterisation</p> |

| Character | | | | | | | |
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| Create a character for a story | Write simple sentences to describe a character | Begin to use simple adjectives to describe a character's appearance | Develop characters using increasing detail | Maintain the sense of the character throughout the story using description, including similes and what the character says | Maintain the sense of the character throughout the story using description, including metaphor and personification and how the character respond to others | Write implicitly to develop inferred characterisation Is able to reveal character through dialogue. Metaphor is extended throughout the text | Maintain inferred characterisation throughout the text justifying the use of appropriate stylistic devices |
| Setting | | | | | | | |
| Talk about their own settings for a story | Include a setting in their story | Describe the setting using adjectives | Describe the setting using adjectives and similes | Describe the setting using more ambitious adjectives and similes | Describe the setting using appropriate metaphors and simple personification | Describe the setting implicitly e.g. extending the metaphor | Describe the setting implicitly throughout the text |
| Plot | | | | | | | |
| Create a story map to retell a familiar story using the main parts of the plot | Write a story with a clear beginning and end | Write a story with a clear beginning, middle and end | Develop the plot following a story mountain | Develop the plot using a story mountain starting a new paragraph for each section | Develop the plot drawing upon prior knowledge of structure and using at least 1 paragraph for each section | Develop the plot consistently maintaining pace and the theme throughout | Develop the central plot, introducing sub plots |

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| Non Fiction | | | | | | | |
| Explain whether their writing is fiction or non-fiction | Use simple headings where appropriate | Organise writing using simple subheadings | Use complex subheadings e.g. subheadings as questions and bullet points to order information | Organise the structure of non-fiction writing so that it sustains an appropriate layout | Use a range of organisational and presentational devices to structure text and to guide the reader Eg. text boxes, arrows, captions | Independently select the most appropriate organisational features for a range of texts drawing upon prior knowledge | Summarise and organise material and supporting ideas and arguments with any necessary factual detail |
| EVALUATE and EDIT | | | | | | | |
| Talk to the teacher about what they have written | Discuss what they have written with the teacher or other pupils, making direct references to specific parts of their writing | Evaluate their writing with the teacher and other pupils, explaining their language choices Can proof read to check for missing full stops and capital letters | Peer assess using a given 'writing assessment framework' Can proof-read for spelling and punctuation errors | Peer assess using key success criteria based upon examples of 'good' studied Self-assess using key success criteria based upon examples of 'good' studied | Peer assess drawing upon prior knowledge of key success criteria Self-assess drawing upon prior knowledge of key success criteria | Peer assess using prior knowledge of rehearsed success criteria based upon C&E, TS&O and SS&P Self-assess using prior knowledge of rehearsed success criteria based upon C&E, TS&O and SS&P | Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness both independently and with a partner |

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| | Re-read what is written to check that it makes sense | Re-read what is written to check that it makes sense and that the verb 'to be' is used accurately | Read aloud their own writing to a group /whole class and make the meaning clear | Use appropriate intonation and control the tone and volume so that the meaning is clear when reading writing aloud | Perform own compositions, using appropriate intonation, volume and movement so that the meaning is clear | Prēcis longer passages maintaining the meaning | Prēcis longer passages succinctly, maintaining the meaning |
| HANDWRITING | | | | | | | |
| Sit correctly at a table, holding a pencil correctly Begin to form lower case letters in the correct direction, starting and finishing in the right place Form at least a capital letter for their name Form digits 0-9 | Understand which letters belong to which 'handwriting family' Form lower case letters of the correct size relative to each other Use spacing between words that reflects the size of the letters | Join letters and understand which letters, when adjacent to one another, are best left un-joined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters | Consistently join all appropriate letters increasing the legibility | Write ensuring that the down strokes of letters are parallel and equidistant; ascenders and descenders should not touch | Write fluently and with increasing speed | Use appropriate standard of handwriting for quick notes, final drafts, diagrams, algebra, filling in forms etc | |