

Writing: Whole School-Progression Map

Transcription

	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<p>To show good control and co-ordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. WTS</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. EXS</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters. WTS, EXS</p> <p>To place letters accurately on the line, including ascenders and descenders.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g 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>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To 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.
Joining Letters			<p>To begin to use the diagonal and horizontal strokes needed to join letters. GDS</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p> <p>To write in a consistent, neat, legible and joined style.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>

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Composition

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Planning, Writing and Editing	<p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional). WTS, EXS</p> <p>To write an account which has more than 1 idea in it.</p> <p>To write an account with a good beginning and ending.</p> <p>To group ideas together in a logical sequence.</p> <p>To write about real events, recording these simply and clearly. EXS</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. GDS</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme and can explain the change from one paragraph to another.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>To talk about writing that is similar to what is planned to show understanding of how it is written.</p> <p>To write stories with a beginning, middle and end.</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p> <p>To improve work by checking that verbs are powerful and changing them when needed.</p> <p>To redraft their own writing to improve punctuation and vocabulary.</p> <p>To take notes and use the information when writing.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed./ To plan a piece of writing including how characters and the plot will develop.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details./ To highlight the most important details to summarise a text/ To write a shortened version of a text that has most essential details in it.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements./ To review and edit my work to improve its impact.</p> <p>To check own work for errors in spelling and punctuation.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
Awareness of Audience, Purpose and Structure	<p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write effectively for different purposes with an awareness of an increased amount of fiction and non-fiction structures. GDS</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>To write descriptions which make pictures clear for readers.</p> <p>To review their own writing and judge if readers would find it interesting or exciting.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction)/ To use sub-headings.</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives./ To give a lot of detail to characters and events.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)/ To use sub-headings in non-fiction texts.</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere./ To write descriptions that give the reader a clear picture of how the story progresses/ To write about how characters feel.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p> <p>To recognise and know when to use formal and informal language.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes./ To set out a report like a newspaper article./ To lay out 2 sides of an argument.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace./ To describe a setting for a story well.</p> <p>To regularly use dialogue to convey a character and to advance the action./ To develop action and dialogue between characters.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> <p>To independently recognise and know when to use formal and informal language.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>

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Vocabulary, Grammar and Punctuation

	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently. EXS To use the progressive form of verbs in the present and the past tense (e.g. she is drumming, he was shouting). To identify and use the grammatical function of sentences (statement, question, exclamation and command). To write sentences that have a subject and a verb. To maintain writing in the third person.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing. To use the present perfect form of verbs (e.g. He has gone out to play). To use nouns and pronouns within and across sentences to avoid repetition.	To maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because of). To use pronouns to substitute a noun without confusing someone reading a piece of work.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
Phrases and Clauses within Sentences	To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To use co-ordination (or/and/but). EXS To use some subordination (when/if/that/because). EXS To use expanded noun phrases to describe and specify (e.g. the blue butterfly). To use different ways to start a sentence (e.g. Suddenly, After a while, Just then). To use imperative 'bossy' verbs appropriately. To use time conjunctions (e.g. after that, the next day, a little later).	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause. To begin using expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences, including fronted adverbials. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To use a wide range of adjectives and adverbs.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). / To use selected words to build cohesion within paragraphs (e.g. then, after, this)/ To link ideas across paragraphs. To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice to affect the presentation of information. To use question tags in informal writing.
Punctuation		To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: GDS - capital letters, full stops, question marks and exclamation marks; WTS, EXS - commas to separate lists; - apostrophes to mark singular possession and contractions. To use capital letters for names and 'I'	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas./ To identify direct speech in a text and add inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To organise direct speech where more than one person is speaking by using a new line when a new person starts speaking. To consistently use apostrophes for singular and plural possession. To use commas after fronted adverbials.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis./ To use brackets, dashes or commas to show where additional information has been added to a text.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
Key Terminology To recognise and use the terms ...		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, Present tense, Past tense, Apostrophe and Comma.	Preposition, Conjunction, Word family, Prefix, Clause, Subordinate clause, Direct speech, Consonant, Inverted commas, Pronoun, Possessive pronoun and Adverbial.	Determiner, Pronoun, Possessive pronoun, Fronted adverbial and Adverbial.	Modal verb, Relative pronoun, Relative clause, Parenthesis, Bracket, Dash, Cohesion and Ambiguity.	Subject, Object, Active, Passive, Synonym, Antonym, Ellipsis, Hyphen, Colon, Semi-colon and Bullet points.