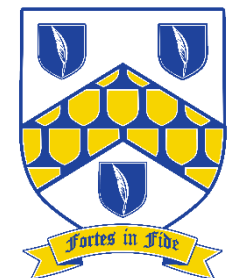


St Teresa's Catholic Primary School

Writing Progression Map

Respect – Resilience – Read – Retain

'Do the little things well'



	Writing	Text types	Handwriting
EYFS	<ul style="list-style-type: none"> • Write phonetically decodable words with confidence • Write words which contain digraph sounds taught in phonics • Write simple phrases using phonic knowledge • Write a sentence which can be read by others • Write a simple sentence which includes finger spaces and a full stop 	<ul style="list-style-type: none"> • Narratives: <ul style="list-style-type: none"> - Story - Traditional Tale • Non-fiction: <ul style="list-style-type: none"> - Recount: to inform - Information: to inform - Instructions - Nursery Rhymes 	<ul style="list-style-type: none"> • Begins to hold a pencil correctly • Write recognisable letters, which are correctly formed

	Writing process	Text types	Handwriting
Year 1	<ul style="list-style-type: none"> sequences short narratives orally and pictorially based on real and fictional experiences says out loud what is going to be written about begins to write short narratives based on real and fictional experiences includes a simple beginning, middle and end in writing discusses what they have written with the teacher or other pupils writes short narratives based on real and fictional experiences uses a simple plan (e.g. storyboard, flowchart) re-reads what has been written to check it makes sense makes simple changes to writing where suggested reads aloud own writing clearly enough to be heard by peers and the teacher 	<ul style="list-style-type: none"> Narratives: <ul style="list-style-type: none"> - Story - Traditional tale - Discovery - Adventure - Mystery Non-fiction: <ul style="list-style-type: none"> - Instructions - Information - Recount - Letters - Postcard Poetry: <ul style="list-style-type: none"> - Rhyming poem 	<ul style="list-style-type: none"> sits correctly at the table and holds a pencil comfortably and correctly distinguishes between lower case letters and capital letters uses knowledge of handwriting 'families' to begin to form letters correctly spaces evident between words begins to form lower case letters in the correct direction starting and finishing in the right place forms capital letters correctly

	Writing process	Text types	Handwriting
Year 2	<ul style="list-style-type: none"> • uses basic layout conventions in different forms of writing • plans out loud what is going to be written • creates simple plans to support writing • makes simple changes to writing where appropriate • proof-reads own writing to check for basic errors • develops stamina to write at increasing length • writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans) • considers word choice, grammar and punctuation • re-reads own writing to check for sense, basic errors and meaning • reads aloud writing with appropriate intonation to make meaning clear • writes narratives about personal experiences and those of others (real and fictional) • writes for different purposes (including poetry) • uses plans to support writing • links ideas and events using strategies to create 'flow' • evaluates the effective use of word choice, grammar and punctuation • makes appropriate additions, revisions and corrections • proof reads to check for errors in spelling, grammar and punctuation • re-reads writing to check for correct and consistent tense • evaluates writing with teachers and peers 	<ul style="list-style-type: none"> • Narratives: <ul style="list-style-type: none"> - Adventure - Story - Settings - Traditional tale - Circular • Non-fiction: <ul style="list-style-type: none"> - Information - Explanation - Non-chronological report - Letters - Diary • Poetry: <ul style="list-style-type: none"> A - Alliteration 	<ul style="list-style-type: none"> • forms lower case letters of the correct size relative to one another • handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation • words are almost always appropriately and consistently spaced in relation to the size of the letters • some diagonal and horizontal strokes are used to join letters

	Writing process	Text types	Handwriting
Year 3	<ul style="list-style-type: none"> • begins to use paragraphs to group related material • uses a range of planning strategies and tools • becomes more aware of the audience and purpose of different types of writing • discusses and records ideas • uses headings and sub-headings to aid presentation • writes for a range of real purposes and audiences as part of their work across the curriculum • reads aloud own writing using appropriate intonation • structures and organises writing with a beginning, middle and end across a range of text types • uses texts similar to those that they are planning to write, to understand and learn from its structure • assesses the effectiveness of own and others' writing • proof reads for spelling, grammar and punctuation errors and self-corrects 	<ul style="list-style-type: none"> • Narratives: <ul style="list-style-type: none"> - Settings - Approach adventure - Egyptian Mystery - Fable - Suspense • Non-fiction: <ul style="list-style-type: none"> - Explanation - Information leaflet - Non-Chronological Report - Diary - Newspaper Report - Recount letters • Poetry: <ul style="list-style-type: none"> - Season poems 	<ul style="list-style-type: none"> • uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined.

	Writing process	Text types	Handwriting
Year 4	<ul style="list-style-type: none"> • uses appropriate choice of <u>pronoun/noun</u> within and across sentences to aid cohesion • proof reads for spelling, grammar and punctuation errors and self-corrects as the writing develops • attempts to make simple links between paragraphs • plans effectively for a range of writing • decisions about writing are based on awareness of audience and purpose • proposes changes to grammar and vocabulary to improve consistency • reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear • creates settings, characters and plot in narratives • writes non-narratives using appropriate organisational devices • organises paragraphs around a theme • discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar • assesses the effectiveness of their own and others' writing and suggests improvements 	<ul style="list-style-type: none"> • Narratives: <ul style="list-style-type: none"> - Twisted narrative - Refugee narrative - Myth - Invention - Settings • Non-fiction: <ul style="list-style-type: none"> - Persuasive letter - Information - Biography - Newspaper report - Recount Diary • Poetry: <ul style="list-style-type: none"> - Nonsense 	<ul style="list-style-type: none"> • writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)

	Writing process	Text types	Handwriting
Year 5	<ul style="list-style-type: none"> begins to build paragraphs around a topic sentence demonstrates growing awareness of audience and purpose begins to develop characters and settings through selection of effective vocabulary summarises a paragraph considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing links ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>) selects appropriate formats and forms to suit audience and purpose uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere edits own work and offers suggestions to others to improve the impact and effect of writing proof reads own work for spelling and punctuation errors identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own uses devices to build <u>cohesion</u> within and across paragraphs shows a growing awareness of how authors develop character and setting, including through the use of dialogue begins to précis longer passages <p>makes effective changes when editing own and others' work</p>	<ul style="list-style-type: none"> Narratives: <ul style="list-style-type: none"> - Exploration - Setting - Suspense – cliff hanger - Character - Dilemma - Survival Non-fiction: <ul style="list-style-type: none"> - Formal Report - Recount - Letter - Formal Event Report - Newspaper Report - Explanation - Balanced argument Poetry: <ul style="list-style-type: none"> - Narrative poem 	<ul style="list-style-type: none"> knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms

	Writing process	Text types	Handwriting
Year 6	<ul style="list-style-type: none"> notes and develops initial ideas, drawing on reading and research where necessary uses further organisational and presentational devices to structure texts and guide the reader describes settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar suggests changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning assesses the effectiveness of their own and others' writing writes making conscious links to reading links ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis integrates dialogue to convey character and advance action evaluates own and others writing and edits as appropriate writes for a range of purposes and audiences uses suitable forms with appropriate features for different text types introduces, develops and concludes paragraphs appropriately ensures the consistent and correct use of tense throughout a piece of writing uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning précises longer passages appropriately proof reads writing for wider audience to ensure accuracy of spelling and punctuation 	<ul style="list-style-type: none"> Narratives: <ul style="list-style-type: none"> Recount Diary Flashback Discovery Dual Narrative Suspense Endurance Narrative Non-fiction: <ul style="list-style-type: none"> Newspaper report Persuasive letter Speech Magazine Article Balanced Argument Explanation Poetry: <ul style="list-style-type: none"> Rap 	<ul style="list-style-type: none"> writes legibly and fluently and with increasingly efficient speed knows which letters join and which writing implement is best suited to a task