

Progression of Writing Skills

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Nursery</u>	<p>Mark making</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>	<p>Name writing</p> <p>Letter strings</p>	<p>Use finger spaces.</p>
<u>Reception</u>	<p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Write simple phrases and sentences that can be ready by others.</p>	<p>Begin to write multiple sentences.</p>
<u>Year 1</u>	<p>Retelling stories by saying them out loud</p> <p>Composing sentences orally before writing them</p> <p>Sequence sentences to create short narratives</p> <p>Writing capital letters for names and places</p> <p>Writing capital letters at the beginning of sentences</p> <p>Punctuate sentences with full stop and capital letters</p>	<p>Describing events, characters by using their own experience</p> <p>Sequencing sentences to form a short narrative</p> <p>Sequencing sentences to develop paragraphs</p> <p>Re-reading what they have written and enhancing sentences</p> <p>Adding suffixes to root words- ing, -ed, -er</p> <p>To know when capital letters should be used</p> <p>Adjectives for description</p> <p>Simple preposition</p> <p>Past, present and future tense</p>	<p>To apply a range of adjectives and verbs in description</p> <p>To apply simile and preposition in sentences</p> <p>Sequence sentences to form a short narrative</p> <p>To begin to use some features of Standard English in their writing</p> <p>To ensure lower case letters are the correct size</p> <p>To add suffixes -ful and -less on to adjectives</p> <p>To identify and write sentences with commands, statements, exclamation and questions</p>

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			<p>To use alliteration in their writing</p> <p>To use preposition: inside, outside, across, under</p> <p>Identify rhyming words and patterns</p>
<u>Year 2</u>	<p>To write clear sentences that create a narrative</p> <p>Plan writing by noting key vocabulary and ideas</p> <p>Begin to develop features for different forms</p> <p>Create links between ideas</p> <p>similes and metaphors</p> <p>expanded noun phrases</p> <p>subordination and coordination</p> <p>Commas in lists</p> <p>First and third person</p>	<p>To improve writing through clear editing</p> <p>To use text type features for given forms</p> <p>Apply formal and informal style</p> <p>Relate ideas across paragraphs</p> <p>Expanded noun phrases</p> <p>Begin to write more complex narratives</p> <p>To apply subordinating conjunctions such as because, that, if and when</p> <p>Statement and command sentences</p> <p>Identify word classes</p> <p>Using apostrophe for possession and omission</p> <p>Explore more complex noun phrases</p>	<p>Create more complex narratives</p> <p>Develop writing stamina</p> <p>Redraft showing simple additions</p> <p>To include headings, subheadings and paragraphs</p> <p>Alliteration</p> <p>Separate clauses with commas</p> <p>Correct subject/ verb agreements</p> <p>Progressive form of verbs</p>
<u>Year 3</u>	<p>Create a narrative with setting, character and plot</p>	<p>Include a range of sentences with more than one clause</p> <p>To discuss and record ideas before writing poetry</p> <p>To include headings and</p>	<p>Writing clear paragraphs with purpose and plot</p> <p>Plan and draft different text genres</p>

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	<p>Make links between paragraphs and paragraphs to be organised around a theme</p> <p>Use a variety of words to describe the setting and characters</p> <p>To assess and redraft their own writing</p> <p>Perfect form of verbs in contrast to the past tense</p> <p>Inverted commas to punctuate dialogue</p> <p>Complex sentences with commas</p> <p>Prepositions in description</p>	<p>subheadings to texts To make improvements to vocabulary choices by using a thesaurus</p> <p>Assessing the effectiveness of own writing</p> <p>Organise writing into paragraphs</p> <p>Include subordinating conjunctions using a comma to demarcate the clause</p> <p>Indefinite articles, using the correct determiner 'a or an'</p> <p>To apply alliteration in poems</p> <p>Metaphors and personification</p>	<p>Utilise a thesaurus to improve vocabulary</p> <p>To create detailed setting, character and plot</p> <p>Assess their own writing</p> <p>To use fronted adverbials</p> <p>Relative clauses to their text</p> <p>Semi colon</p>
<p><u>Year 4</u></p>	<p>Apply language and structures of narrative texts</p> <p>Plan and write the opening paragraphs to introduce the setting and character</p> <p>Consistently organise a paragraph around a theme</p> <p>Write in the similar style of an author in response to their text</p> <p>Proofread and edit their own writing making better grammatical choices</p> <p>Create more complex sentences</p>	<p>Assess the effectiveness of own and others' writing</p> <p>Complex sentences</p> <p>Vary sentence structure and openers</p> <p>Standard English verb inflections</p> <p>Comparative adjectives</p> <p>Wider range of conjunctions</p> <p>To develop conditional clauses</p>	<p>Organise paragraphs around a more complex theme</p> <p>Link paragraphs to develop cohesion and fluency</p> <p>Include words and phrases that capture the reader's attention</p> <p>Recognise different forms of poetry</p> <p>Select nouns and pronouns appropriately</p> <p>To apply specific determiners: there, their, whose, that, which</p>

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	<p>Apply knowledge of familiar strategies to enhance writing</p> <p>Independently check spellings in a dictionary</p>		<p>Explore literary devices: Similes, metaphors personification and onomatopoeia</p>
<p><u>Year 5</u></p>	<p>Identify the audience and purpose for writing selecting the correct form and word choices.</p> <p>Apply action, dialogue and description within a paragraph for effect</p> <p>Independently select appropriate grammar and vocabulary to enhance the effect on the reader</p> <p>To consider and reflect on opinions in debate writing</p> <p>To plan writing considering how Shakespeare developed character and setting</p> <p>To enhance longer passages when editing their own text</p> <p>To revisit the use of complex sentences and use of punctuation in a text</p> <p>To explore the rules of: Hyphen, dashes and ellipses</p> <p>To use a semi-colon correctly</p> <p>Use a dictionary securely to spell words</p>	<p>Redraft (paragraph)</p> <p>Expanded noun phrases to convey complicated information cohesively</p> <p>Structure paragraphs in order to create cohesion</p> <p>Identify intended audience for the purpose of writing</p> <p>Apply the correct tense throughout a text</p> <p>Assess the effectiveness of their writing and whether it is appropriate for the selected audience</p> <p>Proofread and check for grammatical and punctuation errors.</p> <p>Extend sentences with more ambitious conjunctions</p> <p>Distinguish between homophones and other words that are often</p> <p>To use dashes or commas indicating parenthesis</p> <p>To understand and write in passive voice</p>	<p>Propose changes to vocabulary to enhance writing</p> <p>Consistent use of tense throughout a piece of writing</p> <p>Write notes and develop them into paragraphs</p> <p>Proofread their own and others' writing for spelling and punctuation errors</p> <p>Write at length</p> <p>Correct subject verb agreement</p> <p>Identify the audience and purpose, selecting appropriate form and literary devices</p> <p>Apply the correct modal verbs to indicate degrees of possibility</p> <p>Use flashbacks correctly</p> <p>Use both active and passive voice correctly</p>

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		<p>Investigate word order and the effect it has on sentences</p> <p>Embellish sentences</p> <p>Identify and apply indefinite and relative pronouns</p>	<p>Use relative clauses beginning with who, which, when and whose</p>
<u>Year 6</u>	<p>Explain the purpose of the writing</p> <p>Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.</p> <p>Apply the sentence structures used for formal writing</p> <p>Consider how the author develops character</p> <p>To compare and analyse the effectiveness of a playscript and a novel</p> <p>Draft and write at length, selecting appropriate vocabulary</p> <p>Apply devices to structure their text to guide the reader</p> <p>Precis a longer passage of text</p> <p>Apply subject verb agreement to all their writing</p> <p>To use the active and passive</p>	<p>Independently select appropriate grammar to enhance the meaning and effect on the audience</p> <p>Convey complicated information concisely.</p> <p>Continue to write at length</p> <p>Write in the style of a selected author (Boyne/Morpurgo/Dickens)</p> <p>Complex sentences and subordination</p> <p>To apply formal and non-formal features</p> <p>Include appropriate language when writing in different genres and targeted audiences</p> <p>Use wider range of punctuation independently</p> <p>Revisit misconceptions in grammar prior to assessment</p> <p>To use active and passive verbs</p>	<p>Assess the effectiveness of their own and others writing and amend using green pen</p> <p>Propose changes to punctuation and grammar to enhance the clarity and clarify meaning</p> <p>To link ideas across paragraphs by using adverbials of time</p> <p>To ensure the correct use of tense throughout a piece of writing</p> <p>To build on cohesion over paragraphs through a range of devices</p> <p>Consciously control sentence structure in writing, demonstrating understanding of why sentences are constructed as they are.</p>

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voice to effect	Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.		