

Writing Whole School Progression Grid (see separate document for Spelling, Punctuation and Grammar)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Establishing an effective pencil grip for writing. Writing their own name by learning start points and direction of lower case letters Hearing and saying the initial sound in words. Linking sounds to letters, naming and sounding the letters of the alphabet. Giving meaning to marks they make as they draw, write and paint. To show a preference for a dominant hand.	Start points and direction of lower case letters focusing on formation families. Breaking the flow of speech into words. Hearing the end sound in words to continue a rhyming string. To begin to use anticlockwise movement and retrace vertical lines. Using some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence	Knowing that words can be segmented in order to record them. Segment the sounds in simple words and blend them together. Creating captions and labels Writing speech and thought bubbles Putting words together to make a short sentence. Placing a full stop at the end of sentence to show that the sentence has finished. Matching upper and lower case letters	Spelling some irregular common words (high frequency words). Breaking the flow of speech into sentences. Recognising capital letters and matching to lower case Placing a capital letter at the beginning of a new sentence after using a full stop. Using a capital letter when writing names. Start points and formation of upper case letters.	Applying grapheme/phoneme knowledge to what they write in meaningful contexts. Reading work aloud to check for errors. Learning to form letters of a consistent size. Developing writing stamina Writing short dictated phrases based on known phonemes	Orally extending vocabulary used in writing, by grouping and naming, exploring the meaning and sounds of new words. Joining sentences together to form paragraphs. Asking a friend to read their writing to check for errors and understanding. Transcribing own writing to create presentation copy.

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Year 1	Naming the letters of the alphabet in order. Knowing that finger spaces are needed between words. Knowing that clauses/sentences must start with a capital letter. Knowing that clauses/sentences must end with punctuation, such as a full stop Composing a sentence orally before writing Re-reading own writing to check it makes sense Handwriting Learning to sit correctly and to consistently use an appropriate pencil grip Forming lower-case single letters in the correct direction with increasing control Developing grapheme phoneme correspondence Learning to form letters of a consistent size	Making collections of words for differing purposes. Writing simple narratives about own experiences Creating captions and labels Writing simple sentences dictated by the teacher including GPCs and common exception words taught so far Handwriting Forming letters with ascenders Forming capital letters Forming digits 0-9 Writing with appropriate spaces between words Learning the letters that belong to each handwriting 'family' in order to form letters correctly. Positioning letters on the line with increasing control Developing an awareness of letter size and proportion	Knowing that a sentence or clause contains a unit of meaning Composing sentences to communicate factual information. Recognising features and conventions in written instructions Creating a poster to communicate a specific message Writing dictated phrases and sentences based on known phonemes Handwriting Understanding which letters belong to each handwriting 'family' in order to form letters correctly Positioning letters on the line accurately Forming letters of a consistent size and proportion	Learning to re-read and check for sense and meaning Using repetitive language and exploring the effects Beginning to write compound words using familiar phonemes Designing a story map - structured with beginning, middle and ending Labelling a diagram using accepted conventions Recognising some conventional features of informal letter writing for differing purposes Handwriting Forming letters with clear ascenders and descenders Consolidation of correct formation in preparation for using ligatures to join letters Learning and practising the first stage of letter joins (Nelson cursive style)	Making notes as reminders or as reference for writing Learning to check own writing for meaning and punctuation Maintaining consistent style/purpose throughout a piece of writing Reading their own writing aloud clearly enough to be heard by their peers and teacher. Handwriting Learning and practising the letter joins Practising formation of joined letters of appropriate and consistent size	Developing increasing stamina when writing - e.g. content sustained to a conclusion Beginning to edit their work, making changes and additions for improvement Transcribing writing to create a 'best copy' presentation piece Handwriting Using a wider selection of letter joins Recognising the features of, and starting to present, a consistent, fluid handwriting style
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Year 2	Fiction - Stories with familiar settings. Planning and writing stories by drawing on knowledge and experience of texts when deciding what to write. Making adventurous word and language choices appropriate to the style and purpose of the text. Writing Instructions Using the features and structure of factual texts to write their own Drawing on knowledge and experience of texts in deciding and planning what and how to write. Poetry – Composing diamante poems based on personal or imagined experiences, linked to poems read.	Non-fiction Information texts Reporting events or facts by selecting appropriate presentational features to suit the style of writing (e.g. text box, labels, sub-headings) Non-fiction recount Using planning to establish clear sections for writing. Using headings and sub-headings Traditional Stories Writing real and imagined stories using the conventions of familiar story language Making simple additions, revision and corrections by proof-reading to check for errors in spelling, grammar and punctuation	Sentence structures Knowing about and identifying a range of differing grammatical sentence structures in example texts. Non-fiction instructions Understanding features of texts, including alphabetical order, layout, diagrams, captions bullet points. Maintaining consistency in non-narrative, including purpose and tense. Stories with familiar settings Composing sentences to reflect development of the plot while using tense consistently (present and past).	Fiction and Non-fiction Texts Writing narratives about personal experiences and those of others (real and fictional) Writing factual reports using conventional features Poetry Writing poem stanzas with rhyming couplets. Discussing patterns in poetry and creating poetry using carefully chosen words and phrases. Working collaboratively in pairs and groups to compose and edit	Myths and Fiction writing Exploring myths, identifying features and writing their own myths. Creating a story problem and a solution when planning a plot Understanding a paragraph is a collection of sentences/clauses around a common theme (about the same thing). Understanding reasons for starting a new paragraph e.g. new topic, change of place. Using an ellipsis for specific effect	Non Chronological Reports Composing sentences using tense consistently (present and past) Writing about personal experiences and those of others. Considering what to write before beginning by planning. Making simple additions, revisions and corrections to writing by re-reading and checking that writing makes sense. Using proofreading to check for errors in spelling, grammar and punctuation.
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Year 3	Fiction Writing Stories with familiar settings. Planning and writing their own story located in a familiar setting Fiction from a significant author Exploring figurative language when creating and exploring character Instruction Texts Identifying the language used in instructional writing and composing instructions based on an invention they have seen. Poetry Studying features of selected poetry by the significant writer, Benjamin Zephaniah Composing poems based on this style	Non-chronological reports Identifying the features of non-chronological report (headings, sub headings etc.) and using these features to write about the Stone Age Fiction from a significant author Reviewing and writing a book review. Developing stamina for writing through writing a composition inspired by Iron Man. Fiction from a significant author Exploring and applying creative language when creating comic strips based on 'Coming Home' by Michael Morpurgo. To encapsulate what they want to say, sentence by sentence. their writing with the teacher and other pupils.	Adventure Stories Creating an adventure story based solely on illustrations inspired by a book with no text Persuasive writing - Designing a travel brochure by using conventional features and drawing on grammar knowledge Evaluating own writing in relation to purpose and content Learning to edit and improve own written pieces by re-reading, checking, making additions and corrections	Fiction Myths and Legends. Identifying features of myths and legends and using this knowledge to plan and compose their own myth or legend. Making use of features such as paragraphs, speech marks, ellipses, parentheses. Developing editing skills to improve their final draft. Independent writing about their own ideas for a legend, based on a familiar example. (Assessment focus)	Adventure Stories Exploring the features of adventure stories and using these to create an adventure story based on the book 'Leon and the Place Between' by Angela McAllister Ordering ideas and using paragraphs to present their ideas Persuasive writing Using persuasive language to write a letter with paragraphs, ordering ideas and conjunctions based on 'The Day the Crayons Quit' by Drew Daywalt Non Chronological report Identifying the features of non-chronological report (headings, sub headings etc.) Applying knowledge of these features to write a report on plants generally and in particular those that can be viewed at Kew Gardens.	Fiction - Plays Investigating the ways that dialogue is used to convey mood and emotions in a play script. Non-fiction - Report Writing Identifying the common features of writing a report and using this knowledge to create a report in the context of broadcasting and advertising Evaluating and editing by assessing the effectiveness of their own and others writing, suggesting improvements. Improving and extending writing skills by making full use of the spelling, punctuation and grammar rules taught during the year
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Year 4	Play scripts Exploring a variety of play script features and using these effectively in writing. Recounts Non-narrative material, identifying simple organisational devices (for example, headings and subheadings) Understanding and distinguishing between fact and opinion in different forms of media. Non-chronological reports Identifying features of a non-chronological report, and using them effectively in writing. Poetry – Composing poems based on personal or imagined experiences, linked to poems read.	Stories from other cultures Reading stories to study writing styles and structures, focusing on differences in place, time, customs and relationships Implementing some of these features in writing. Explanations Identifying the key features of explanatory texts: purpose, structure, and language features. Non-chronological reports Consolidating and developing knowledge and application of non-chronological features.	Fiction Writing Editing a piece of narrative to improve it, explaining reasons Planning an exciting story with a well written middle and end section. In narratives, creating setting, characters and plot. Poetry explaining form- Explaining how writers use figurative and expressive language to create images and atmosphere. Choosing and combining words, images and other features for particular effects. Stories with historical settings – Developing and refining ideas in writing using planning and problem-solving strategies. Using settings and characterisation to engage the reader's interest.	Stories set in imaginary worlds Exploring and applying creative vocabulary to writing with an imaginary setting. Persuasive Texts – Summarising and shaping material and ideas from different sources to write convincing and informative non-narrative texts. Poetry - Listing brief phrases and words, experimenting by trimming or extending sentences; experimenting with powerful and expressive verbs.	Recounts Identifying and applying subject specific vocabulary used when recounting. Descriptive texts – progressively building use of a varied and rich vocabulary and an increasing range of sentence structures. Dilemma Stories - Devising and planning ways of resolving dilemmas for characters in stories.	Instructional Writing – Identifying features of an instructional text and applying them effectively in writing. Choosing clear and simple vocabulary within instructions to avoid confusion. Stories set in imaginary worlds – Developing creative vocabulary and explaining how writers use figurative and expressive language to create images and atmosphere. Discussion Texts - Comparing and evaluating examples of arguments and discussions.
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Year 5	Novels and Stories by significant authors - Planning writing by identifying the audience for and purpose of the writing, using other similar writing as models. Drafting and writing narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character. Narrative writing – Using devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Evaluating and editing by assessing the effectiveness of their own and others' writing Diary Writing - Writing from the perspective of a character, imagining their thoughts and feelings. Drafting and writing by selecting appropriate grammar and vocabulary. Letter writing – Writing persuasively using a range of devices such as persuasive adverbials,	Recounts – Writing from the perspective of an alien character, imagining that they are visiting Earth for the first time. Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character Instruction texts - Drafting and writing by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Drafting and writing by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. Non-chronological reports – Researching facts and recording information in note form. Organising notes into appropriate paragraphs	Narrative writing – Planning writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. Drafting and writing narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character. Poetry – Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Police Reports – Using formal language and appropriate organisational features. Evaluating and editing by ensuring mostly consistent and correct use of tense throughout a piece of writing. Newspaper reports – Presenting factual writing in a formal way.	Play scripts – Knowing that Shakespeare invented many words and phrases that we still use today. Beginning to understand some of Shakespeare's language. Planning and writing a play script using the correct organisational features. Non-chronological reports - Researching information and taking appropriate notes. Drafting and writing by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. Narrative Writing – Writing familiar stories from different perspectives. Planning writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.	Famous Authors – Mystery Narrative - Identifying the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Planning their writing by considering how authors have developed characters and setting. Poetry- Learning and performing a poem using the key features of performance poetry. Planning and writing a poem, considering all of the features of performance poetry. Report Writing – Consolidating knowledge of the features of report writing. Using subject specific vocabulary. Formal and Informal Writing Understanding situations where formal/informal writing would be appropriate.	Persuasive Writing - Recapping and consolidating the features of persuasive writing. Planning and writing a persuasive text, with an appropriate opening paragraph and conclusion. Writing about one topic across genres (Information text, Story, Debate/Argument) - Comparing genres of writing, considering their similarities and differences. Recapping features of a non-chronological report and using these in our own writing. Writing an atmospheric story with a focus on setting. Writing in the style of an author - Studying the writing of an author and identifying notable features of their writing.
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	rhetorical questions and exaggerated language. Poetry – Performing own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Biography – Researching information about a significant person. Using paragraphs and subheadings to organise writing into appropriate sections. Drafting and writing by précisising longer passages	and using a range of organisational features to present information. Balanced arguments – Considering both sides of an argument and presenting them clearly. Using a range of appropriate fronted adverbials to link sentences within a paragraph. Narrative writing - Planning writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. Evaluating and editing by assessing the effectiveness of their own and others' writing.	Using the features of a newspaper report correctly, including headlines, captions and witness statements. Short stories – consolidating knowledge of narrative writing and keeping writing concise. Drafting and writing narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character Instructions – applying knowledge of the features of instructional writing and ensuring that instructions are detailed and accurate.	Persuasive Writing (adverts) – Using the features of persuasive writing, including rhetorical questions and exaggerated language. Performing presentations, using appropriate intonation and volume. Descriptive Writing – Using a range of interesting vocabulary to describe characters, including adjectives, adverbs and figurative language. Letter Writing – Consolidating the features of formal letter writing.	Understanding the difference between, and features of, formal and informal writing. Writing in a formal and informal style.	Writing in the style of the author, using the features identified. Evaluating and editing their own writing for punctuation, spelling and grammar.
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Year 6	Poetry Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Poetry To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Narrative Plan their writing by, in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Narrative Writing Planning for a specific audience and purpose To choose style, structure and language to meet needs of piece	Narrative To use a wide range of devices to build cohesion within and across paragraphs Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Narrative Planning writing by identifying the audience for and purpose of the writing, using other similar writing as models.
	Narrative In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Non-chronological reports Using a wide range of devices to build cohesion within and across paragraphs Persuasive writing Using a wide range of devices to build cohesion within and across paragraphs Fictional recount Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Writing in the style of an author (narrative) To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Writing in the style of an author (narrative) To draft and write by using a wide range of devices to build cohesion within and across paragraphs Writing in the style of an author (narrative) To draft and write by using a wide range of devices to build cohesion within and across paragraphs Dialogue – Goodnight Mr Tom Narrative	Draft and write by, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Narrative/Poetry To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Poetry To draft and write by using a wide range of devices to build cohesion within and across paragraphs To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Biography	Narrative. Writing in the style of an author – A Place Called Perfect To analyse the style and features of a style of writing To write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed To write with a specific purpose, thinking about intended audience Information Texts To write with appropriate formality for the intended audience and purpose To select grammar, punctuation and stylistic features to suit the tone of the writing.	Instructions and Explanation To ensure the consistent and correct use of tense throughout a piece of writing Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Recounts To proofread for spelling and punctuation errors To use a wide range of devices to build cohesion within and across paragraphs	Plan their writing by, in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Poetry To draft and write by using a wide range of devices to build cohesion within and across paragraphs To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Information Text To write with appropriate formality for the intended audience and purpose To select grammar, punctuation and stylistic features to suit the tone of the writing.

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	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Balanced Argument Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	To draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Evaluate and edit by assessing the effectiveness of their own and others' writing Dialogue – Goodnight Mr Tom Narrative Evaluate and edit by: assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Journalistic Writing To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and	To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] To note and develop initial ideas, drawing on reading and research where necessary Diary Entries 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 To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing Letter writing To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and			
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		using other similar writing as models for their own.	using other similar writing as models for their own To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.			
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