

Writing Whole school progression 2022-23

	EYFS (ELG)	EXPECTED STANDARD YEAR 1	EXPECTED STANDARD YEAR 2	EXPECTED STANDARD YEAR 3	EXPECTED STANDARD YEAR 4	EXPECTED STANDARD YEAR 5	EXPECTED STANDARD YEAR 6
AUDIENCE & PURPOSE	<ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. 	<ul style="list-style-type: none"> Writes simple recounts or retellings of traditional and narrative stories. 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, simply and clearly 	<ul style="list-style-type: none"> Creates setting, characters and plot within narratives using appropriate planning formats. 	<ul style="list-style-type: none"> Writes for a range of real purposes and audiences across the curriculum. 	<ul style="list-style-type: none"> Writes a range of texts, structured and organised for different purposes 	<ul style="list-style-type: none"> Writes effectively for a range of purposes and audiences selecting language that shows good awareness of the reader
COMPOSITION: PLANNING, DRAFTING, EDITING AND PROOF-READING	<ul style="list-style-type: none"> They also write some irregular common words. They write simple sentences which can be read by themselves and others Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> Communicates meaning through simply structured sentences (<i>simple and compound sentences</i>). Thinks aloud, sequences ideas, drafts and checks the meaning is clear. 	<ul style="list-style-type: none"> Writing is clearly and logically structured following a simple plan. Ideas and key words (taken from reading) are used to support writing using oral rehearsal prior to writing. Discusses writing with the teacher and other pupils to: evaluate the effective use of word choice, grammar and punctuation. Makes appropriate additions, revisions and corrections 	<ul style="list-style-type: none"> Ideas and key words (<i>taken from reading</i>) are used to support writing using oral rehearsal prior to writing. Thinks aloud to explore and collect ideas before beginning to write. Uses proof reading to focus on accuracy with spelling and punctuation. 	<ul style="list-style-type: none"> Drafts and rereads to check meaning and accuracy with spelling and punctuation. Begins to revise the structure of sentences for effect as well as for accuracy with spelling and punctuation. 	<ul style="list-style-type: none"> Identifies the audience for, and purpose of a piece of writing. Independently selects a suitable form based on similar models. Checks work independently for errors in spelling, punctuation. Edits to improve the impact on the reader. 	<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Select the appropriate features in non-fiction forms of writing (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
TEXT STRUCTURE & ORGANISATION		<ul style="list-style-type: none"> Composes simple sentences and sequences to form short narratives. 	<ul style="list-style-type: none"> Applies appropriate simple, clear, logical sentence structure to their writing (e.g. narrative - beginning, middle, end; simple headings for non-fiction). Groups related sentences together. 	<ul style="list-style-type: none"> Logically organises non-fiction writing and uses headings and sub headings to support the structure. Uses paragraphs to group related material together and sequences sentences and ideas logically. 	<ul style="list-style-type: none"> Writing is logically organised using headings and outline plans. Organises paragraphs around a theme. 	<ul style="list-style-type: none"> Uses a range of appropriate organisation and presentational features to structure texts in order to support and guide the reader. Arranges paragraphs logically and links ideas between them. 	<ul style="list-style-type: none"> Structures fiction and non-fiction appropriately to address the needs of the reader and the purpose of the writing.

SENTENCE STRUCTURE & GRAMMAR		<ul style="list-style-type: none"> Accurately writes simple dictated sentences with a capital letters and full stops. Writes simple sentences independently. Uses 'and' to join single clause sentences . (<i>simple and compound sentences</i>) Past and present tense sometimes used consistently. 	<ul style="list-style-type: none"> Use present and past tense mostly correctly and consistently Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Expands nouns with adjectives that are appropriate to the task. Uses a range of appropriate sentence types to add variety for the reader. 	<ul style="list-style-type: none"> Uses sentences with different forms including the use of adverbials Uses past and present tense mostly correctly and consistently including the progressive form (ing) Chooses words for variety and interest. Uses a variety of conjunctions to link clauses. Expresses time, place and cause using conjunctions, adverbs and prepositions. Uses the present perfect form of verbs ('have/has') in addition to the simple past. 	<ul style="list-style-type: none"> Noun phrases are expanded and modified by adjectives, additional nouns and preposition phrases. Avoids repetition by using appropriate pronouns. Links clauses with a range of appropriate subordinating and coordinating conjunctions throughout writing. Uses fronted adverbials with correct comma placement. Uses a variation in length and different verb forms (accurately) to structure sentences (<i>present, past, progressive and perfect tense</i>). 	<ul style="list-style-type: none"> Describes settings and characters using carefully selected words creates atmosphere with descriptive sentences. Extends sentences using relative clauses. Some cohesive devices used within paragraphs (<i>e.g. then, after that, firstly</i>). Words are used precisely and vocabulary choices are imaginative. Indicates degrees of possibility using adverbs and modal verbs. Applies accurate grammar and punctuation to all writing. Verb tenses are consistent. 	<ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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) Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Use verb tenses consistently and correctly throughout their writing
PUNCTUATION		<ul style="list-style-type: none"> Uses capital letters for names and the pronoun 'I' Separate words in sentence with spaces Beginning to use full stops, question marks and exclamation marks to demarcate sentences. 	<ul style="list-style-type: none"> Demarcate most sentences in their writing with capital letters and full stops. Use question marks correctly when required. 	<ul style="list-style-type: none"> Uses capital letters, full stops, question marks and exclamation marks, commas in a list, apostrophe for omission and singular possession. Uses inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> Indicates direct speech using inverted commas and other punctuation <i>e.g. commas to separate clauses.</i> Apostrophe used to mark singular and plural possession. Punctuation is accurate. 	<ul style="list-style-type: none"> Full speech punctuation is mostly accurate. Commas used to mark clauses and to clarify meaning or avoid ambiguity. Indicates parenthesis using brackets, dashes or commas. 	<ul style="list-style-type: none"> Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
HANDWRITING		<ul style="list-style-type: none"> Forms lower case letters in the correct direction, starting and finishing in the correct place. 	<ul style="list-style-type: none"> Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Uses spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> Handwriting is joined and legible and shows a consistency in letter formation. 	<ul style="list-style-type: none"> Handwriting is joined, fluent, legible and consistent. 	<ul style="list-style-type: none"> Adapts handwriting for different purposes <i>e.g. printed, italicised, bold.</i> 	<ul style="list-style-type: none"> Maintain legibility in joined handwriting when writing at speed.
SPELLING (appendix 1 NC English)		<ul style="list-style-type: none"> Usually uses the correct spelling of high frequency words. Adds 's' or 'es' to pluralise nouns. 	<ul style="list-style-type: none"> Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Spell many common exception words 	<ul style="list-style-type: none"> Spells most common exception words and words with contracted forms. Adds suffixes to spell some words correctly in their writing e.g. -ment, -ness, -less, -ly Usually spells common polysyllabic words, including compound words accurately. 	<ul style="list-style-type: none"> Spells most polysyllabic words accurately. 	<ul style="list-style-type: none"> Spelling including polysyllabic words is accurate. 	<ul style="list-style-type: none"> Spell correctly most words from the year 5 / year 6 spelling list Use a dictionary to check the spelling of uncommon or more ambitious vocabulary