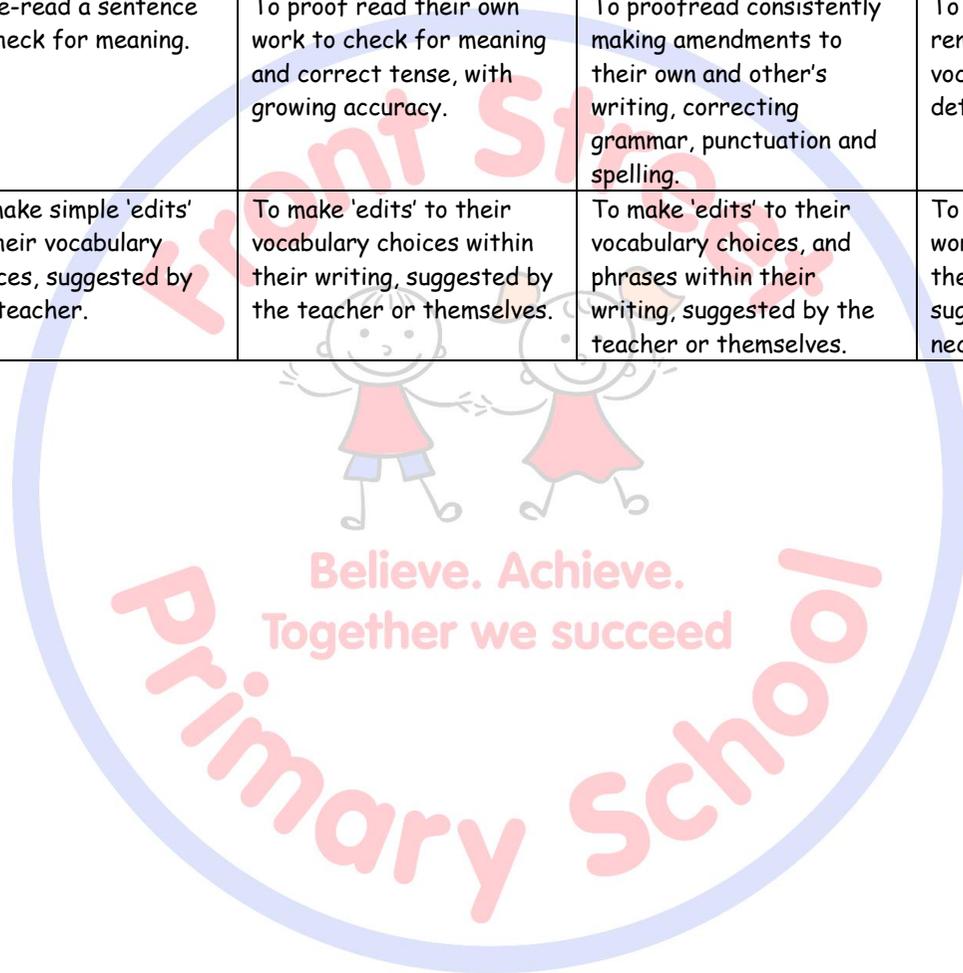


Front Street Primary School - Writing Progression Skills

Planning, Writing and Editing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning Structure and Cohesion	To say out loud what they are going to write.	To write narratives about personal experiences and those of fictional characters.	To begin to use ideas from their own reading and shared writing to plan their own work.	To compose and rehearse sentences orally building a varied and rich vocabulary.	To consider, when planning a narrative, how authors have developed character and settings and begin to demonstrate these techniques in their own writing.	To make initial notes and then develop ideas using research and further reading to support.
	To compose a sentence orally before writing it.	Simple opening/ending in stories and introduction and/or conclusion in non-fiction.	To compose and rehearse sentences orally and begin to use a simple plan.	To increase the range of sentence structures.	To consistently link ideas across paragraphs.	To use a wide range of devices to build a cohesion within and across paragraphs.
		Connects ideas using time conjunctions (fiction) or numbered steps/headings for non-fiction	Clear text structure and all sections are related.	Uses nouns and pronouns to avoid repetition. Links information across sentences using increasingly complex conjunctions.		Development and control across paragraphs. Use of ellipses to link paragraphs.
Writing Vocabulary Choices	Mostly uses simple adjectives in labels, captions and sentences.	Adjectives are used to describe (without repetition).	Some detail/description of events expanded through careful choice of vocabulary.	Sometimes use words effectively and deliberately to create a desired effect.	Vocabulary is applied from own reading with careful thought to the effect.	Selects appropriate vocabulary which enhances/changes meaning.
	Beginning to use noun phrases in writing.			Uses a rich and varied vocabulary.	Selects information to engage and excite independently.	
	Mostly uses words and phrases which link to the topic.					
Organisation , Layout & Presentation	Simple instructions are written in order.	Bullet point are used in lists or when creating ideas.	To begin to organise writing into paragraphs around a theme.	To consistently organise their writing into paragraphs around a theme to aid cohesion.	Use of topic sentences to open a new paragraph.	To use organisational and presentational devices to structure their writing
	Events are sequenced chronologically.	Ideas are mostly groups together.				

Editing and Improvement	To discuss what they have written with the teacher or other pupils.	To re-read a sentence to check for meaning.	To proof read their own work to check for meaning and correct tense, with growing accuracy.	To proofread consistently making amendments to their own and other's writing, correcting grammar, punctuation and spelling.	To proofread work removing unnecessary vocabulary or irrelevant detail.	Without prompting will proofread their writing for spelling and punctuation errors.
	To begin to re-read their writing with an adult to check it makes sense	To make simple 'edits' to their vocabulary choices, suggested by the teacher.	To make 'edits' to their vocabulary choices within their writing, suggested by the teacher or themselves.	To make 'edits' to their vocabulary choices, and phrases within their writing, suggested by the teacher or themselves.	To proofread their own work and other's assessing the effectiveness of and suggest and make necessary improvements.	To make changes to enhance effect or clarify meaning.

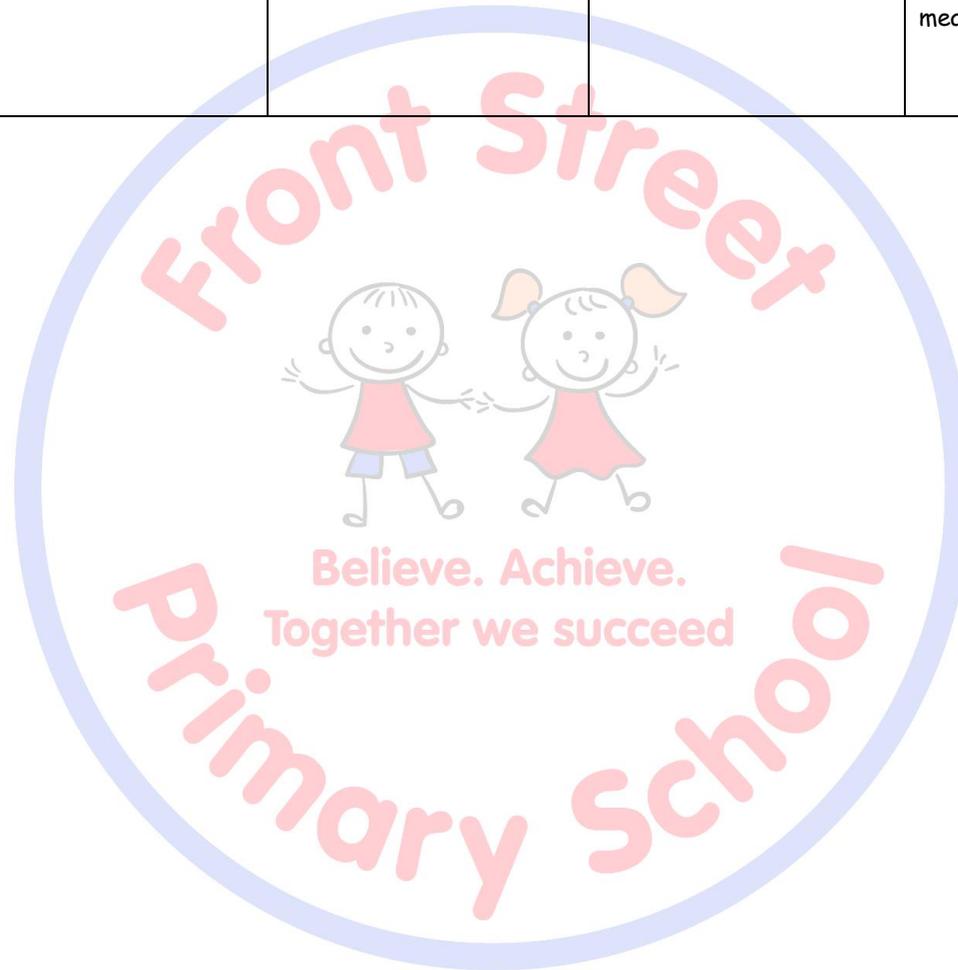


Front Street Primary School - Writing Progression Skills

Audience, Viewpoint and Purpose

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Audience and Viewpoint Who	To know who (audience) and what (purpose) they are writing for.	To know who (audience) and what (purpose) they are writing for.	To know who (audience) and what (purpose) they are writing for.	To plan their writing being able to state who (audience) and what (purpose) they are writing for.	To plan their writing being able to state who (audience) and what (purpose) they are writing for.	Select appropriate form considering formal and informal voice.
		Viewpoint is established using simple statements.		Viewpoint is conveyed through description, behaviour and dialogue.	Begin to select appropriate form and use similar writing models to support their own writing.	Use similar writing models to support their own writing.
Purpose Why	To use a simple features from different text types in their own writing.	To have an increasing awareness of fiction and non-fiction structures.	To demonstrate an increasing understanding of purpose and audience by discussing and engaging in similar texts in order to learn from its structure, vocabulary and grammar.	To write a range of narrative and non-fiction using a consistent and appropriate structure.	Consistently produces sustained writing from narrative and non-fiction genres with appropriate structure, organisational devices for a range of audiences.	To write effectively for a range of purposes and audiences controlling appropriate tone and drawing on what they have read as models.
	Makes appropriate vocabulary choices to describe characters.	Makes appropriate vocabulary choices to describe characters and settings.	Some expanded description and detail to describe settings and characters (characterisation).	Description of settings, characters and plot in narrative writing. Uses characterisation to engage the reader.	Uses imagery to describe atmosphere. Use appropriate control for dialogue in order to convey a character's personality and intent.	Description of setting, characters and atmosphere; integrating dialogue.

Performance Read aloud	To engage readers by the use of adjectives.	To re aloud their writing using intonation so that meaning for the audience is clear.	To make deliberate word choices to entertain and engage the reader.	To create detailed settings characters and plots in narratives which engage the reader and add to the atmosphere.	To perform their own written compositions with confidence using appropriate intonation and volume to ensure meaning is clear.	To select vocabulary and grammatical structures which reflect the writing style and engages the reader.
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Front Street Primary School - Writing Progression Skills
Sentence Construction and Punctuation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Types	To use simple sentences.	To form sentences with different forms: statements, questions exclamations and commands. To use some features of standard English.	To try and maintain the correct tense throughout a piece of writing with accurate subject/verb agreement. To use a or an correctly throughout a piece of writing.	To maintain accurate tense throughout a piece of writing. To use Standard English.	To use a range of adverbs and modal verbs to indicate degrees of possibility. To ensure the consistent and accurate use of tense throughout all pieces of writing.	To ensure consistent use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
Conjunctions	To use the conjunction 'and' to link ideas and sentences	To use coordination or, and, but To use subordination when, if, that, because.	To extend a range of sentences with more than one clause by using a wider range of conjunctions including when, if, because and although.	To use subordinate clauses, extending the range of sentence with more than one clause by using wider range of conjunctions which are sometimes in varied positions within sentences.	To use a wide range of linking words and phrases between sentences and paragraphs to aid cohesion, including time, place and number adverbials.	To use the perfect form of verbs to mark relationships of time and cause.
Sentence Types	To begin to form simple compound sentences.	Statements, questions, exclamations and commands used in writing. Sentence types are chosen for their effect on the reader.	To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	Uses a variety of sentence types with a growing range of subordinating conjunctions. To vary sentence length for effect.	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronoun.)	
Full Stops and Capital Letters	To use capital letters for names, places, the days of the week and the personal pronoun.	To use the full range of punctuation taught at Key Stage 1 mostly correctly including: capital letters, full stops, question marks exclamation marks.	To use the full range of punctuation from previous year groups	To use all of the necessary punctuation in direct speech, including a comma after the responding clause and the end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at Key Stage 2.

Commas		Commas to separate items in a list.		Within speech, include a comma after the responding clause and the end punctuation within the inverted commas.	To use commas consistently to clarify meaning.	
Apostrophes		Use apostrophes to mark singular possession and contractions.		To consistently use apostrophes for singular and plural possession.		
Inverted Commas			To use direct speech accurately including the use of inverted commas.			
Other					To use brackets, dashes or commas to indicate parenthesis.	Accurate use of semi-colon, dashes, colons, hyphens and, when necessary to use punctuation precisely to enhance meaning.

