

St Giles' C of E Primary School WRITING Progression

	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<ul style="list-style-type: none"> * hold a pencil effectively (correct grip may not yet be established) * draw recognisable letters of the alphabet * write own name with correct letter formation, although size and shape may be inconsistent 	<ul style="list-style-type: none"> * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the correct place * form capital letters * form digits 0-9 * understand which letters belong to which handwriting families and to practise these 	<ul style="list-style-type: none"> * form lower-case letters of the correct size relative to one another * start using some of the diagonal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters * use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> * choose which shape of a letter to use when given choices and decide whether or not to join specific letters * choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> * choose which shape of a letter to use when given choices and decide whether or not to join specific letters * choose the writing implement that is best suited for a task
Contexts for writing	<ul style="list-style-type: none"> * attempt to write short sentences in meaningful contexts 		<ul style="list-style-type: none"> * write narratives about personal experiences and those of others (real and fictional) * write about real events * write poetry * write for different purposes 	<p><i>As previous years and:</i></p> <ul style="list-style-type: none"> * discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p><i>As previous years and:</i></p> <ul style="list-style-type: none"> * discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p><i>As previous years and:</i></p> <ul style="list-style-type: none"> * identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own * write narratives, to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<p><i>As previous years and:</i></p> <ul style="list-style-type: none"> * identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own * write narratives, to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning writing	<ul style="list-style-type: none"> * say out loud what they are going to write about * compose sentences orally before writing 	<ul style="list-style-type: none"> * say out loud what they are going to write about * compose sentences orally before writing 	<p><i>* plan or say out loud what they are going to write about</i></p>	<p><i>* discuss and record ideas</i></p> <p><i>* compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</i></p>	<p><i>* discuss and record ideas</i></p> <p><i>* compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</i></p>	<p><i>* Note and develop initial ideas, drawing on reading and research where necessary</i></p>	<p><i>* Note and develop initial ideas, drawing on reading and research where necessary</i></p>
Drafting writing	<ul style="list-style-type: none"> * use story maps, pictures and words, story mountains to plan writing 	<ul style="list-style-type: none"> * use story maps * sequence sentences to form short narratives * re-read what they have written, to check that it makes sense 	<ul style="list-style-type: none"> * write down ideas and/or key words, including new vocabulary * encapsulate what they want to say, sentence by sentence 	<ul style="list-style-type: none"> * organise paragraphs around a theme * In narratives, create settings, characters and plot, eg * use story sections: <ul style="list-style-type: none"> ➢ introduction – include description 	<ul style="list-style-type: none"> * organise paragraphs around a theme * In narratives, create settings, characters and plot, eg * use story sections: <ul style="list-style-type: none"> ➢ introduction – include description 	<ul style="list-style-type: none"> * select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * precis longer passages 	<ul style="list-style-type: none"> * select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * precis longer passages

				<ul style="list-style-type: none"> of setting or characters ➤ build-up – build suspense towards the problem or dilemma ➤ problem/dilemma – include detail of actions/dialogue ➤ resolution – should link with the problem ➤ ending – link back to the start, show how the character is feeling, how the character or situation has changed from the beginning • In non-narrative material, use simple organisational devices, such as: <ul style="list-style-type: none"> ➤ group related ideas/facts into paragraphs ➤ sub-headings ➤ topic sentences to introduce paragraphs ➤ bullet points for fact ➤ flow diagram 	<ul style="list-style-type: none"> of setting or characters ➤ build-up – build suspense towards the problem or dilemma ➤ problem/dilemma – include detail of actions/dialogue ➤ resolution – should link with the problem ➤ ending – link back to the start, show how the character is feeling, how the character or situation has changed from the beginning • In non-narrative material, use simple organisational devices, such as: <ul style="list-style-type: none"> ➤ group related ideas/facts into paragraphs ➤ sub-headings ➤ topic sentences to introduce paragraphs ➤ bullet points for fact ➤ flow diagram 	<ul style="list-style-type: none"> * use a range of devices to build cohesion within and across paragraphs eg <ul style="list-style-type: none"> ➤ conjunctions ➤ adverbials ➤ pronouns ➤ synonyms * use a variety of clause and sentence types, such as relative clauses, complex sentences, expanded noun phrases * use further organisational and presentational devices to structure text and to guide the reader eg <ul style="list-style-type: none"> ➤ comments, questions, observations 	<ul style="list-style-type: none"> *link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (eg repetition of a word or phrase) grammatical connections (eg the use of adverbials such as, on the other hand, in contrast, or as a consequence) and elision * control levels of formality through manipulating grammar and vocabulary * In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action * build in literary features to create effects eg alliteration, onomatopoeia, figurative language * use layout devices, such as headings, sub-headings, columns, bullets or tables to structure text
Editing writing	* discuss what they have written with the teacher	* discuss what they have written with the teacher and or other pupils	* evaluate their writing with the teacher and other pupils * use re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in continuous form * proofread to check for errors in spelling, grammar and punctuation	* assess the effectiveness of their own and others' writing and suggest improvements * propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proofread for spelling and punctuation errors	* assess the effectiveness of their own and others' writing and suggest improvements * propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proofread for spelling and punctuation errors	* assess the effectiveness of their own and others' writing * propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensure consistent and correct use of tense throughout a piece of writing * ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * proofread for spelling and punctuation errors	* assess the effectiveness of their own and others' writing * propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensure consistent and correct use of tense throughout a piece of writing * ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * proofread for spelling and punctuation errors * continue to plan, draft, edit and proofread

							* consider how their writing reflects the audiences and purposes for which it was intended
Performing writing	• read their writing aloud	• read their writing aloud clearly enough to be heard by their peers and the teacher	• read aloud what they have written with appropriate intonation to make the meaning clear	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Enrichment	<ul style="list-style-type: none"> * Author Visits * Image Theatre * Word aware program * Writer of the week * Writing competitions * CLPE units * Penpals Handwriting Scheme * Writing areas in classrooms 						

- Green text indicates objectives that are the same for each year group within the two year phase. These objectives are taught in both year groups at differentiated levels. As a result, the skills and knowledge are revisited and consolidated through each phase of learning. This reflects our school policy of spacing*.

**The spacing effect refers to the benefit of incorporating time delays between learning and practice, leading to improved performance over educationally relevant time periods (Cepeda et al., 2008)*