



Dundry C of E Primary School

Writing Progression Document

Curriculum Intent

At Dundry C of E Primary School, we are collectively passionate in encouraging all children to be writers and readers. As a school, we are committed to ensuring that all children will become competent readers and writers by the time they leave Year 6. Throughout our curriculum, we aim to immerse students in high-quality, rich and diverse texts and genres; allowing them to explore new worlds, enhance their vocabulary and give them the confidence to become strong writers and readers as they progress through life. This ambition for our children stems from three of our four curriculum drivers for the school:

- Reading for Pleasure;
- Reading to Learn;
- Speaking, Listening and Vocabulary Acquisition.

During their time at Dundry C of E Primary School, all children will be exposed to high-quality education in English. This will not only teach pupils to speak and write fluently so they can communicate their ideas and emotions to others but, through their reading and listening, others can communicate with them too.

Implementation/Breadth of Study

- All teachers will plan their writing journey for the children by keeping the purpose and audience in mind at all times.
- Authentic writing opportunities are provided by considering:
 - The REASON for writing. Why are the children writing? What is their purpose? How authentic is it?
 - The AUDIENCE for writing. Who are the children writing for? How real is it? What effect will this have on how they craft their writing?
 - The FEATURES you may wish to include to make your writing effective for its purpose. What are the main features we need to include to make our writing effective for our audience and purpose? What shouldn't be included?
 - The TONE you may wish to use to get your point across. How do we want our writing to sound? Which tone is going to be effective for my audience and purpose? Why?
- In Ks2, there will be up to three writing types/ genres covered per term, in KS1 this will be two.
- The majority of termly teaching will take place in writing utilizing the medium of Jane Considine's 'The Write Stuff', which will be taught as a whole class based on a fictional/narrative or non-fiction piece of writing with an independent write stemming from the work completed during the 'Sentence Stacking' lessons.

- EYFS children also use TWS with the emphasis on vocabulary, speaking in sentences and using phonics to jot ideas, leading to group, paired, together and brave writing.
- Three terms per year will have a predominant focus on non-fiction writing, with the other three being centred on teaching fictional, narrative texts. The texts which form the term's focus are taught using the Write Stuff. The other text types are taught using alternate methods. This may be linked to class topics being taught cross-curricularly.
- Non-fiction writing will use the 'Sue Palmer Skeletons' to build a consistent schema for planning across the school, aiding memory and recall of text types for children as they progress .
- Teachers will carefully design age appropriate, text-led learning journeys, with a clear sequence of lessons from exploring text types, embedding grammar and punctuation knowledge, drafting, editing and publishing. This text may be the class book, a wider curriculum text, an excerpt or another purposely designed WAGOLL (What A Good One Looks Like).
- Differentiated tasks designed to support and challenge learners, working within a mixed year environment.
- Opportunities to apply taught skills to other areas of the curriculum.
- Targeted Interventions which take place as required. Children are identified for this through both formative and summative assessment.

Writing Genre Progression

Progression and Sequence in Writing

Children need to be able to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Breadth of study: (Purpose for Writing)	<p><u>Writing to Entertain:</u> Retell a story x 6 (Once every half term) Describe characters Diary entry from the perspective of a character</p> <p><u>Writing to Inform:</u> Recount Letter Instructions</p>	<p><u>Writing to Entertain:</u> Retell a story x 6 (Once every half term) Describe characters Diary entry from the perspective of a character</p> <p>Poetry</p> <p><u>Writing to Inform:</u> Recount (past tense) Non Chronological Report Letter Instructions</p>	<p><u>Writing to Entertain:</u> Narrative x 6 (Once every half term) Poetry Describe characters Describe settings</p> <p><u>Writing to Inform:</u> Recount Report Letter Biography Newspaper article</p> <p><u>Writing to Persuade:</u> Speech</p>	<p><u>Writing to Entertain:</u> Narrative x 6 (Once every half term) Poetry Describe characters Describe settings</p> <p><u>Writing to Inform:</u> Recount Letter Explanation Non Chronological Report</p> <p><u>Writing to Persuade:</u> Advert Letter</p>	<p><u>Writing to Entertain:</u> Narrative x 6 (Once every half term) Describe characters including dialogue Poetry</p> <p><u>Writing to inform:</u> Scientific report Recount Biography Explanation</p> <p><u>Writing to Persuade:</u> Advert Letter</p>	<p><u>Writing to Entertain:</u> Narrative x 6 (Once every half term) Description. Poetry Characters/settings</p> <p><u>Writing to inform:</u> Eye witness report Recount Biography Newspaper article Non Chronological Report</p> <p><u>Writing to Persuade:</u> Letter Speech</p>

Composition: Planning



Y1	Y2	Y3	Y4	Y5	Y6
Plan by talking about ideas	Plan by talking about ideas and vocabulary	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y3 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y4 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y5 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y6 expectations)
Record ideas e.g. through story mapping	Record ideas e.g. through story maps, flow charts, listing ideas/facts	Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames	Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames	Explore and use their own techniques to note their ideas, drawing on research where necessary	Make choices about the most efficient way to note their ideas, drawing on research from a range of sources where necessary
Orally rehearse sentences before writing	Orally rehearse sentences before writing	Compose and rehearse sentences orally before writing, including dialogue	Compose and rehearse more complex sentences orally, including dialogue, before writing		

Composition: Drafting and Writing: 1



Y1	Y2	Y3	Y4	Y5	Y6
Write for simple audiences and purposes based on real life experiences e.g. thank you letters, instructions, recounts, reports, stories	Write for a range of fictional e.g. a diary entry in role; explanations about how a dinosaur trap works and real e.g. posters to advertise a school event; narratives based on their own experiences audiences and purposes	Write for a range of purposes and audiences, including across the curriculum e.g. a historical recount, a persuasive leaflet in geography, a diary entry in RE	Write for an increasing range of purposes and audiences, including across the curriculum e.g. a news report in history, an explanation in science	Identify the audience and purpose for their writing and select the appropriate form e.g. a historical narrative; a discussion in RE; notes for a debate in geography	Identify the audience and purpose for their writing and select the appropriate form or mix of forms e.g. a non-chronological report about the weather including a short explanation of the water cycle; a historical narrative including diary extracts/letters
Sequence their own sentences to form simple narratives	Create simple plots in narratives e.g. with a clear beginning, middle and end	Create and describe plots in narratives e.g. developing the problem	Create and expand plots in narratives e.g. describing the cause and effect of events; providing more detail	Control more complex plots e.g. using foreshadowing; use of pace and time; using chapters	Control and maintain more complex plots e.g. flashback stories; multiple viewpoints; pathway stories
Sequence their own sentences to form simple non-fiction texts e.g. reports, recounts, instructions	Create simple settings in narratives e.g. telling the reader where the story takes place	Create and describe settings in narratives e.g. using precise nouns and adverbs to provide information for the reader	Create and expand settings in narratives e.g. describing characters' reactions to the setting; using expanded noun phrases	Develop settings and atmosphere in detail e.g. using parenthesis (the forest was terrifying – bleak and foreboding – yet he walked onwards.) Modal verbs (Tom knew he shouldn't have gone into the forest.)	Develop settings and atmosphere in detail e.g. passive voice (the trees towered over him menacingly). Use of the subjunctive (If he were to have known what the forest was like, he would never have entered).
	Create simple characters in narratives e.g. heroes, villains based on their own reading	Create and describe characters in narratives e.g. using interesting adjectives (The frightened boy. The lonely, old man.)	Create and expand characters in narratives e.g. using expanded noun phrases (The terrified boy with trembling hands.)	Develop characters in detail e.g. through using dialogue to convey character; describing characters' reactions to events	Develop characters in detail e.g. using dialogue to convey character; developing relationships between characters; using question tags (Tom can be trusted, can't he?)

Composition: Drafting and Writing: 2



Y1	Y2	Y3	Y4	Y5	Y6
	Write simple poetry e.g. list and rhyming poems	Write simple poetry e.g. list and rhyming poems, free verse	Write free verse poetry, focusing on the meaning e.g. writing poems without a rhyming structure	Write free verse poetry of increasing complexity , with a specific purpose e.g. narrative poems; poetry to provoke empathy in the reader or make them think about an issue	Write a range of more sophisticated poetry and experiment with different forms , e.g. narrative poems, sonnets, odes, elegies
Use simple narrative language features e.g. story language such as once upon a time/one day/ happily ever after	Use the main language features of narrative e.g. story language, powerful verbs, past tense, third person	Consistently use the language features of narrative e.g. adverbial phrases, use of speech and accompanying present tense	Expand the use of narrative language features e.g. power of three; fronted adverbials for cohesion (<u>After a while</u> , he left the beach)	Modify and control the use of narrative language features e.g. reported speech instead of direct speech; repetition for effect	Manipulate and control the use of narrative language features e.g. using language to control time and pace; range of cohesive devices
Use simple language features of non-fiction e.g. the first person in recounts; accurate nouns and verbs	Use the main language features of non-fiction e.g. imperative verbs for instructions; adverbs such as firstly, next, then; third person for reports	Consistently use the language features of non-fiction e.g. technical language, precise nouns and pronouns (<u>oak tree</u> instead of tree, <u>sparrow</u> instead of bird)	Expand the use of non-fiction language features e.g. clauses to add additional information (<u>If you want the food to stay fresh</u> , put it in the fridge.)	Modify and control the use of non-fiction language features e.g. use of modal verbs in discussion; precise description and technical vocabulary	Manipulate and control the use of non-fiction language features e.g. rhetorical questions; passive voice (Sharks are found in..., ...the deer is eaten by the Mountain Lion.)
Use simple organisational features in fiction and non-fiction e.g. beginning, middle and end in narratives; captions; instructions in the right order	Use the main organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for posters; numbered instructions; information in sections	Use a range of organisational features in fiction and non-fiction e.g. headings and sub headings; columns; logical sequencing	Use nouns and pronouns to aid cohesion between sentences e.g. Feeling terrified, <u>Tom</u> peered around as he crept into the forest. The <u>scared boy</u> decided to turn back.	Control the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue; using bullet points, tables and charts	Manipulate and control the use of organisational features in fiction and non-fiction e.g. writing parodies; deciding on the most effective order of points in an argument

Composition: Drafting and Writing: 3



Y1	Y2	Y3	Y4	Y5	Y6
Write sequences of linked sentences	Write about more than one idea and group related information e.g. ordering information into simple sections with 2-4 related sentences	Start to use paragraphs to group related ideas	Organise content into relevant paragraphs across the text	Use a range of devices to link paragraphs e.g. adverbs and adverbial phrases; connectives Use a range of cohesive devices within paragraphs e.g. connectives; consistent tense and person	Use a range of cohesive devices within and between paragraphs e.g. wider range of connectives (on the other hand, as a consequence, in contrast) repetition for effect; ellipses

Composition: Reviewing and Editing



Y1	Y2	Y3	Y4	Y5	Y6
Re-read writing to check it makes sense and make simple changes as necessary e.g. spotting omissions	Evaluate their writing through discussion and make improvements to clarify the meaning and sense e.g. accurate verb/tense and subject/verb agreement	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. variety of nouns/ pronouns, range of adverbs, sentence structure	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. fronted adverbials; expanded noun phrases; variety of sentence structure; use of paragraphing	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within paragraphs; modals, clauses	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within and across paragraphs, passive voice, range of clauses, use of the subjunctive
Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations
Read their own writing aloud clearly	Read their own writing aloud clearly, with appropriate intonation	Read their own writing aloud with appropriate intonation and volume to make the meaning clear	Read their own writing aloud with appropriate intonation volume and tone to make the meaning clear	Perform their own writing using appropriate intonation, volume and movement	Perform their own writing using appropriate intonation, volume and movement and adapt as necessary to engage the audience

Grammar, Vocabulary and Punctuation: 1



Y1	Y2	Y3	Y4	Y5	Y6
Use the names of people, places and things e.g. dragon, castle, butterfly	Use noun phrases to describe and specify people, places and things e.g. ugly dragon; old castle; beautiful butterfly	Use noun phrases appropriately in a range of text types to clarify and add detail e.g. ancient castle, turquoise butterfly, rickety bridge	Use noun phrases expanded by modifying adjectives e.g. Tom was fairly scared as he entered the forest Use noun phrases expanded by prepositional phrases e.g. The vicious troll under the extremely rickety bridge.	Use expanded noun phrases precisely to add detail across a piece of writing e.g. He scampered up the dangerous path, avoiding the traps beneath his feet. The South China Sea contains numerous shrimp, croaker and large shoals of tuna.	Use expanded noun phrases across writing to convey complicated information concisely e.g. He scampered cautiously up the dangerous track, avoiding the traps and dangers lurking beneath his nervous feet. Within the South China Sea a variety of fish and aquatic mammals can be found.
		Create interest through the use of appropriate word choices and descriptive phrases e.g. The tree branches reached out in the darkness.	Engage the reader through the use of interesting word choices and descriptive phrases e.g. Tom crept cautiously. The twisted tree branches reached out in the darkness.	Use precise phrases and vocabulary e.g. The beetle <u>scuttled</u> . Tom <u>uttered</u> his response <u>reluctantly</u> . 'Where will the ceremony be held?' Tom <u>enquired</u> .	Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. vocabulary linked to a historical period and style; using dialect; Tom skulked grudgingly along the empty corridor, towards the Head's imposing door.
		Use a range of adverbs e.g. before, next, soon, later, firstly and prepositions e.g. in, through, since, across, beneath to express time, place and cause	Use fronted adverbials for effect e.g. Later that morning... Over the brow of the hill... Creeping silently...	Indicate degrees of possibility through the use of adverbs e.g. surely, perhaps, possibly Indicate degrees of possibility through the use of modal verbs e.g. should, could, may, must	Use the passive voice deliberately e.g. The breastbone will be cut during the operation. (Formal) The trees towered over him menacingly. (Creating empathy) The gun had been stolen from the cabinet. (To hide information)

Grammar, Vocabulary and Punctuation: 2



Y1	Y2	Y3	Y4	Y5	Y6
		Use figurative devices such as similes and alliteration e.g. <i>As bright as the sun. The shimmering, shining sun.</i>	Use figurative devices such as similes and hyperbole e.g. <i>The branches stretched out like witch's fingers. He was so tired he slept for days!</i>	Use figurative devices such as metaphors, personification, repetition for effect and allusion e.g. <i>Gnarled fingers stretched out from the tree's trunk. Like Hercules, his strength was well known.</i>	Use figurative devices such as extended metaphors and colloquialisms e.g. <i>Before long, the musicians were in a duel. Music filled the square, note battling fiercely against note as they fought for attention.</i>
Use the conjunction 'and' to join words e.g. <i>There was a slide and a swing and a roundabout.</i>	Use co-ordinating conjunctions to form compound sentences e.g. <i>or, but, yet, so</i>	Use a mixture of simple and compound sentences	Use an appropriate variety of simple, compound and complex sentences	Use embedded clauses e.g. <i>Tom, although he was terrified, crept through the forest.</i>	Use an effective range of sentence structures , including sentences with multiple clauses e.g. <i>Tom crept nervously towards the imposing forest, his breath quickening with each footstep as he edged nearer to his fate.</i>
Use the conjunction 'and' to join simple sentences forming compound sentences e.g. <i>I went to the park and it was fun. Tom was playing and he fell over.</i>	Use subordinating conjunctions to add extra information e.g. <i>when, if, that, because</i> Write sentences with different forms: statement, question, exclamation, command	Start to write complex sentences by using a range of conjunctions accurately e.g. <i>forming subordinate clauses by using conjunctions such as, after, when, because</i>	Use a wider range of connectives to extend the range of complex sentences e.g. <i>although, while, however</i>	Use relative clauses beginning with who, which, where, when, whose and that e.g. <i>It's a fine day out that everyone will enjoy. Tom, whose heart was beating furiously, ran for his life.</i> Use main and subordinate clauses and move their position in sentences e.g. <i>Although he was terrified, Tom crept through the forest. Tom crept through the forest, although he was terrified.</i>	Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths

Grammar, Vocabulary and Punctuation: 3



Y1	Y2	Y3	Y4	Y5	Y6
Generally use the present and past tense accurately	Use the progressive (<i>continuous</i>) form in the present and past tense e.g. I was running/ he was shouting as opposed to the simple forms I ran/ he shouted Use accurate verb/tense e.g. <u>we were</u> not we was and subject /verb e.g. <u>the trees are</u> not the trees is agreement	Use the present perfect form of verbs e.g. <u>He has gone out to play</u> as opposed to <u>He went out to play</u> .	Use past and present tense accurately throughout a piece of writing , including continuous and perfect forms of verbs	Ensure the consistent and appropriate use of tense throughout a piece of writing .e.g. controlling writing where there is a need to switch between tenses	Use the perfect form of verbs to mark relationships of time and cause e.g. <u>They've been staying with us since last week.</u> Scientists have recently discovered a new species.
Write so that other people can understand the meaning of sentences	Use some features of standard written English e.g. <u>understand that the way we write can be different from the way we speak</u>	Consistently use features of standard English and explore when non-standard written English could be used e.g. understand that dialogue can be written using non-standard features	Control the use of standard and non-standard English e.g. <u>use a particular non-standard feature to develop characterisation</u>	Distinguish between the language of speech and writing and develop formal language structures for different text types e.g. using modal verbs to indicate possibility within persuasion (It could be argued that...)	Use formal language structures in speech and writing, including the subjunctive and question tags e.g. <u>If you were to proceed with this operation, you should be aware of the potential risks. Surely only a fool would fail to recycle, wouldn't they?</u>
Begin to punctuate using a capital letter for the names of people, places, days of the week and I					

Grammar, Vocabulary and Punctuation: 4



Y1	Y2	Y3	Y4	Y5	Y6
Demarcate sentences using capital letters	Demarcate sentences consistently using full stops and capital letters				
Demarcate sentences using full stops	Use commas in lists e.g. the angry, hungry giant wanted his tea.	Use commas in lists consistently , in fiction and non-fiction e.g. Tom was cold, wet, lonely and wanted to go home. The thick, green canopy gives animals shade from the sun.	Use commas after fronted adverbials e.g. Later during that day, After pouring the milk into the jug,	Use commas accurately to demarcate clauses in complex sentences e.g. stopping in one of the few forest clearings, which was now dark and full of danger, Tom wondered if he would ever get out alive.	<p>Use semi-colons, colons or dashes to mark boundaries between independent clauses accurately e.g. It was a cold night; the rain had stopped and the ice had started to form.</p> <p>Use a colon to introduce a list and semi-colons within a list e.g. There are many reasons why fox hunting is barbaric: foxes are harmless creatures; they are always outnumbered; the dead foxes are either turned into trophies or simply discarded.</p>

Grammar, Vocabulary and Punctuation: 5



Y1	Y2	Y3	Y4	Y5	Y6
Begin to use question marks	Demarcate sentences consistently using question marks and exclamation marks	Demarcate direct speech with inverted commas (speech marks) e.g. <i>can use speech marks (other punctuation may be omitted.) 'I'm terrified' Tom whispered.</i>	Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech e.g. <i>'I'm terrified,' Tom whispered, do we have to go?'</i>	Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech e.g. <i>The doctor seemed satisfied with the operation, he said 'she'll be fine,' and that he was confident a full recovery would be made.</i>	Control the use of inverted commas (speech marks) for direct speech, reported speech and quotations. Use hyphens to avoid ambiguity e.g. <i>man-eating shark (a shark that eats a man) man eating shark (a man eating a shark)</i> Punctuate bullet points consistently
Begin to use exclamation marks	Use apostrophes for contracted forms e.g. <i>don't, I'm</i> Use apostrophes for singular possession e.g. <i>Tom's football</i>	Use apostrophes for contractions consistently e.g. <i>won't, shouldn't</i> Use apostrophes for singular possession consistently e.g. <i>Tom's football</i>	Use apostrophes to indicate plural possession e.g. <i>the children's playground; the girls' dormitory</i>		

Spelling (See National Curriculum Appendix 1 for detail)



Y1	Y2	Y3	Y4	Y5	Y6
Can spell compound words and the Y1 common exception words	Can spell the Y2 common exception words and homophones	Can spell at least half of the Y3/4 common exception words, homophones and words from other origins	Can spell all of the Y3/4 common exception words, homophones and words from other origins	Can spell at least half of the Y5/6 common exception words and homophones	Can spell all of the Y5/6 common exception words and homophones
Can spell verbs ending in -ing, -ed and -er	Can spell words using Y2 suffixes and rules for plurals	Can spell words using some of the Y3/4 prefixes and suffixes	Can spell words using all of the Y3/4 prefixes and suffixes	Can spell words using some of the Y5/6 prefixes and suffixes	Can spell words using all of the Y5/6 prefixes and suffixes
Can spell words containing the range of Y1 phonemes	Can spell words containing the range of Y2 phonemes	Can use the first 2 letters of a word to check spellings in a dictionary	Can use the first 3 letters of a word to check spellings in a dictionary	Can use the first 3 letters of a word to check spellings and meanings in a dictionary, use a thesaurus.	Can use the first 4 letters of a word to check spellings and meanings in a dictionary. Use a thesaurus
Can spell adjectives ending in -er and -est					
Can spell words using the prefix -un					
Can spell plural nouns by adding -s and -es					

Presentation



Y1	Y2	Y3	Y4	Y5	Y6
<p>Form lower-case letters, capital letters and digits 0-9 correctly and understand which letters belong to which family (e.g. tall letters, long letters)</p> <p>Leave spaces between words</p>	<p>Form correctly sized and orientated lower-case letters, capital letters and digits</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Join letters, deciding which letters are best left un-joined</p> <p>Write in a legible and consistent style</p>	<p>Write in a legible and consistent style, with increased quality and speed</p> <p>Write letters with parallel down strokes and appropriate spacing</p>	<p>Write fluently and legibly with speed and a personal style</p>	<p>Write fluently and legibly with speed and a personal style</p>

