



Progression in Writing



		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning Writing	Contexts for Writing	To attempt to write short sentences in meaningful contexts.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write poetry.	As previous Year 1 and: To write for different purposes. To write an information project of their own design.	As previous years and: To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar in-line with the grammar being taught.	As previous years and: To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	As previous years and: When writing narratives, to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	
	Core Knowledge	To know a sentence is one complete idea. To know how to rehearse an idea out loud before writing.	To know a sentence is one complete idea. To know how to structure an idea into a sentence and rehearse it out loud before writing. To know where a sentence starts and ends.	To know how to discuss and record ideas in different ways. To know how to improve sentences orally, progressively building in a varied and rich vocabulary. To know different sentence types and plan how to use them in writing.	To know how to develop the use of vocabulary, planning to use it for effect in writing. To know and plan to use a range of age-related grammatical features (see grammar progression doc). To know how to draw on what has been read in books to improve own work.	To know how to develop the use of vocabulary, planning specifically for its use in writing. To know and plan to use a range of age-related grammatical features (see grammar progression doc), choosing them for effect. To know how to draw on and develop what has been read in books to improve own work.	To know how to plan specifically for the use of a range of vocabulary in writing, choosing it carefully for effect and impact. To know and plan to use a range of age-related grammatical features (see grammar progression doc), choosing them for effect. To know how to plan for cohesion in writing, thinking carefully about structure and building towards an end goal. To know how to draw on and develop what has been read in books to improve own work.	To know how to plan specifically for the use of a range of vocabulary in writing, choosing it carefully for effect and impact. To know and plan to use a range of age-related grammatical features (see grammar progression doc), choosing them for effect. To know how to plan for cohesion in writing, thinking carefully about structure and building towards an end goal. To know how to draw on and develop what has been read in books to improve own work.



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Drafting Writing	Core Knowledge	<p>To know how to plan what to write using story maps, pictures and Talk for Writing.</p> <p>To know how to re-read work to check that it makes sense.</p>	<p>To know how to plan what to write using story maps, pictures and words, Talk for Writing and story mountains.</p> <p>To know how to sequence sentences to form short narratives.</p> <p>To know how to re-read work to check that it makes sense.</p>	<p>To know to write down ideas and/or key words, including new vocabulary, to inform and develop writing.</p> <p>To know how to encapsulate what they want to say, sentence by sentence, checking for clarity and accuracy when re-reading work.</p>	<p>To know that settings, characters and plot are created in narratives.</p> <p>To know how to organise ideas into each story part, using paragraphs.</p> <p>To know the different story sections and include these in their own writing: (<i>Introduction – should include detailed description of setting or characters. Build-up –build in some suspense towards the problem or dilemma. Problem / Dilemma – include detail of actions / dialogue. Resolution - should link with the problem. Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</i>)</p> <p>To know the different organisational devices used in non-narrative material and include these in their own writing: (<i>Group related ideas /facts into paragraphs. Subheadings to introduce sections /paragraphs. Topic sentences to introduce paragraphs. Lists of steps to be taken. Bullet points for facts. Flow diagrams.</i>)</p> <p>To know how to extend the use of vocabulary.</p>	<p>To know how to use a range of planning tools, choosing the method most relevant to the writing context.</p> <p>To know that paragraphs organise each part of a story to indicate a change in place or jump in time, checking for the accurate use of these in writing.</p> <p>To know how to build in suspense to introduce the dilemma.</p> <p>To know the different story sections and include these in their own writing: (<i>Introduction, Build-up, Problem / Dilemma, Resolution, Ending</i>)</p> <p>To know there must be a clear distinction between resolutions and endings.</p> <p>To know endings should include reflection on events or the characters.</p> <p>To know the different organisational devices used in non-narrative material and include these in their own writing: (<i>Paragraphs to organise ideas around a theme / Logical organisation.</i>)</p>	<p>To know and select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>To know and use literary features: (<i>alliteration, personification, onomatopoeia and similes and integrating dialogue to convey character and advance the action.</i>)</p> <p>To know and use a variety of clause and sentence types (<i>relative clauses, complex sentences, expanded noun phrases.</i>)</p> <p>To know conjunctions within paragraphs build cohesion.</p> <p>To know and use change of place, time and action to structure paragraphs.</p> <p>To know how to link ideas across paragraphs.</p> <p>To know that settings, characters and atmosphere are created in narratives.</p> <p>To know and use a variety of text layouts appropriate to purpose.</p> <p>To know and use a range of techniques to involve the reader (<i>starting with dialogue, unusual narrative voice, raising questions</i>).</p>	<p>To know that manipulating grammar and vocabulary, controls levels of formality.</p> <p>To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>To know that integrating dialogue helps to convey character and advance the action.</p> <p>To know and build in literary features to create effects (<i>alliteration, onomatopoeia, figurative language, triplets, oxymoron</i>).</p> <p>To know a range of cohesive devices to link ideas across paragraphs: semantic cohesion (<i>e.g. repetition of a word or phrase</i>), grammatical connections (<i>e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence</i>), and elision.</p> <p>To know and use a range of layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure texts.</p>
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Progression in Writing



Editing Writing	Core Knowledge	<p>To know how to read words aloud to check they are phonetically plausible.</p> <p>To know how to alter these words accordingly to address any misconceptions.</p> <p>To know how to read a simple sentence aloud to check it makes sense.</p>	<p>To know how to re-read work to check that it makes sense.</p> <p>To know how to alter what they have written to address any misconceptions.</p> <p>To know how to respond to simple verbal or written feedback, addressing misconceptions and editing their writing accordingly.</p> <p>To know how to discuss what they have written with the teacher and other pupils, identifying areas for improvement</p>	<p>To know how to use re-reading to check that their writing makes sense.</p> <p>To know how to use re-reading to check that verbs used to indicate time are used correctly and consistently.</p> <p>To know how to use proofreading to check for errors in spelling, grammar and punctuation and begin to address these independently.</p> <p>To know how to respond to simple verbal or written feedback, addressing misconceptions and editing their writing accordingly.</p> <p>To know how to evaluate their writing with the teacher and other pupils.</p>	<p>To know how to assess the effectiveness of their own writing and suggest improvements.</p> <p>To know how to propose changes to grammar and vocabulary to improve writing, including the accurate use of pronouns in sentences.</p> <p>To know how to use proofreading to check for errors in spelling, grammar and punctuation and address these independently.</p> <p>To know how to respond to verbal or written feedback, addressing misconceptions and editing their writing accordingly.</p>	<p>To know how to assess the effectiveness of their own writing and suggest improvements, beginning to address these independently.</p> <p>To know how to propose changes to grammar and vocabulary to improve writing, relevant to the grammatical features outlined in the grammar progression document.</p> <p>To know how to use proofreading to check for errors in spelling, grammar and punctuation and address these independently.</p> <p>To know how to respond to verbal or written feedback, addressing misconceptions and editing their writing accordingly.</p>	<p>To know how to assess the effectiveness of their own and others' writing and suggest improvements, addressing these independently.</p> <p>To know how to check for and ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>To know how to check for and ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>To know how to propose changes to grammar and vocabulary to improve writing, relevant to the grammatical features outlined in the grammar progression document.</p> <p>To know how to use proofreading to check for errors in spelling, grammar and punctuation and address these independently.</p> <p>To know how to respond to verbal or written feedback, addressing misconceptions and editing their writing accordingly.</p>	<p>To know how to make use of the editing process to help them consider and develop how their writing reflects the audiences and purposes for which it was intended.</p> <p>To know how to amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p> <p>To know how to propose changes to grammar and vocabulary to improve writing, relevant to the grammatical features outlined in the grammar progression document.</p> <p>To know how to use proofreading to check for errors in spelling, grammar and punctuation and address these independently.</p> <p>To know how to respond to verbal or written feedback, addressing misconceptions and editing their writing accordingly.</p>
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Performing Writing	Core knowledge	To know how to read their own work out loud.	To know how to read their own work out loud and discuss what they have written with the teacher or other pupils	To know how to read aloud what they have written with appropriate intonation to make the meaning clear.	To know how to 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.	To know how to read their own work aloud to an audience, using expression and movement so that the meaning is clear.	To know how to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	To know how to publish and perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear by differentiating genres.