

Writing Overview and Progression Grid



Communicators	Explorers	Readers	Believers
<p>Children will explore English in all its forms, how it is used to communicate feelings and important messages, they will be able to relay meaning, information and perform regularly and they will be able critically and reflectively respond to the genre that is being studied. Children will have the opportunity to work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions. We foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing.</p>	<p>Children will explore a diverse range of texts that allows them to have access to genres they may not come across in every-day life. They will explore a range of experiences that where the children can acquire confidence and a positive attitude to English. We provide children with opportunities to explore a love of books and high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives.</p>	<p>We explicitly teach reading skills throughout the school that continually develop children's understanding and enjoyment of texts. We encourage children to read good quality text which allows all children to learn new vocabulary relating to all areas of the curriculum. They learn words from a range of good quality texts learn the meaning and understanding of new vocabulary and implement these within their writing.</p>	<p>All children will have the opportunity to develop their own ideas and opinions about their own work and those of others. All children have the opportunity to develop their own beliefs based on a collection of knowledge and diverse collection of high quality texts. We will develop their ability to reason, think logically, and use a range of sources to create informed pieces of work. All children have the opportunity to question, reflect and develop their own creative and aesthetic skills.</p>

EYFS	Text Types: oral retelling, draw images, write labels, lists, recounts, retelling/rewrite stories, character descriptions / descriptions, instructions		
Vocabulary	sentence, sound out, letter, invitation, list, instruction, grapheme, blend		
Throughout Reception children will be exposed to Writing knowledge and skills:		By the end of Reception children will be able to:	
<p>Children will be given a wide range of opportunities of experiences that will encourage them to write – e.g cooking and instructions, celebrations and invitations, traditional tales and short recounts</p> <p>Children will be exposed to high quality picture books to spark their imagination and give them inspiration to write their own stories</p> <p>Role play areas – shopping lists, invitations, cards,</p> <p>Mark making and letter formation will be supported through a range of activities and sensory play</p> <p>They will be encouraged through play to communicate in full and accurate sentences</p> <p>Through Read Write Inc they will be taught the graphemes for sounds</p> <p>Squiggle While You Wiggle will allow children to develop fine and gross motor skills to support their writing</p>		<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Write a caption underneath a picture</p> <p>Be able to write a short dictated sentence e.g. I can see a cat.</p> <p>Have a go at writing independently</p> <p>Be able to write their own names</p>	

FOCUS FIVE	All my letters are recognisable	I can write any given CVC word	I can write l, and, the, without support	I can hold my pencil correctly	I form c, o, l, i, t, e, j, s, v, w correctly
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Year 1		Text Genres: narratives (adventure, fantasy & traditional), diary entry, non-chronological report, labels, lists & captions, recount, instructions, poetry.				
Vocabulary		letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark				
Spelling	Tense	Cohesion	Punctuation	Vocabulary and Detail	Handwriting, Evaluation and Editing	
Some words containing previously taught phonemes are spelt with some accuracy	Growing accuracy when writing in the past tense	Begin to link ideas or events by subject and/or pronoun e.g. I can see the cat and he is on the mat. He is eating his lunch.	Some use of full stops and capital letters	Use and to join words	Check written work makes sense through re-reading with other pupils and the teacher	
Phonetically plausible attempts are made to spell words that have not yet been learnt	Mostly accurate use of present tense when writing	Write short narratives ensuring that many sentences are sequenced accurately	Begin to use exclamation marks	Use some simple description	Leave spaces between words	
Spell days of the week accurately		Use and to join clauses	Begin to use question marks		Form digits 0-9	
Some common exception words are spelt accurately (e.g. Letters and Sounds Phase 4&5)			Use capital letters for names of people and places		Form lower-case letters of the correct size relative to one another in some writing	
Apply prefix -un with growing accuracy for both verbs and adverbs			Use a capital letter for the personal pronoun I		Form lower-case letters in the correct direction, starting and finishing in the right place	
Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs			Use capital letters for days of the week		Understand which letters belong to which handwriting families	
					Hold a pencil comfortably and correctly	
					Sit correctly at a table	

FOCUS FIVE	All my letters are formed correctly	I use a capital letter for my name, the days of the week and when I start a sentence.	I can use and in a sentence	I can sound out a sentence independently	I can spell my, you, they, have, was
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Year 2	Text Genres: Traditional tales (fairy tales & myths), stories with recurring language, explanations, recount, reports, instructions and poetry.				
Vocabulary	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma				
Spelling	Tense	Cohesion	Punctuation	Vocabulary and Detail	Handwriting, Evaluation and Editing
Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others	Use past and present tense mostly correctly throughout writing	Use co-ordination (and, or, but) to join clauses	Demarcate most sentences in writing with capital letters and full stops (including proper nouns)	Use expanded noun phrases to add description and detail	Begin to make simple additions, revisions and corrections: - Re-read and evaluate writing checking for meaning and tense form - Proof-read writing (some prompting may be required)
Some accurate use of suffixes to correctly spell words e.g. -ing, -ed, -er, -est, -y where change is needed to the root of the word (running, happily, making, dancer, sweetest)	Use of verbs to mark action in progress	Some use of subordination (when, if, that, because) to join clauses	Use question marks correctly when required	Use -ly to turn adjectives into adverbs e.g. slow to slowly	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Some words with contracted forms are spelt correctly		Adverbs and subordinate clauses are used to support sequence of events/ ideas e.g. suddenly, quickly, when it was dinner time	Some use of exclamation marks for effect		Use spacing between words that reflects the size of the letters
Spell many common exception words		Evidence of a sequence of connected events	Some use of commas to separate items in lists	Write statements, questions, exclamations and commands appropriately	Write with increasing fluency and stamina
Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. to, too, two/ there, they're, their/ floated/ many/ coat)		Use pronouns to extend and link sentences	Some apostrophes for simple contracted forms		
			Begin to use apostrophes for singular possession in nouns		

FOCUS FIVE

I can use because and but in a sentence

I can use an adjective to describe a noun

Most of my sentences are correctly punctuated with a full stop and capital letter

I use apostrophes in can't and don't

I can spell because, should, would, where, who, very

Year 3		Text Genres: Traditional tales (fables, fairy tales (alternative versions)), writing & performing a play, adventure stories, recount, instructions (giving directions), explanations, report, persuasion (persuasive letter writing), poetry.			
Vocabulary	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')				
Handwriting and Spelling	Tense	Cohesion and Punctuation	Vocabulary and Detail	Structure and Organisation	Evaluation and Editing
Most KSI common exception words are spelt correctly	Use past and present tense consistently	Write a full sequence of events (dilemma/conflict/resolution)	Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because)	Select relevant content	Evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes to grammar and vocabulary
Full range of spelling rules and patterns for Y1/2	Confident use of progressive form of verbs	Sequence ideas or events: - Maintaining form e.g. bullet points, headings - Using adverbs and prepositions	Effective use of statements, exclamations, questions and commands	In non-narrative material, group related ideas in paragraphs	Proof-read for spelling and punctuation errors
Some accurate spelling of words from the Y3/4 word list and some accurate use of prefixes/suffixes and homophones in Y3/4 spelling patterns	Some use of the present perfect form of verbs	Use pronouns to extend and link sentences	Expanded noun phrases used to add description and detail	In narrative write an opening paragraph and further paragraphs for each stage	
Use a/an accurately		Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list	Use a varied and rich vocabulary	Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because)	
		Mostly accurate use of apostrophes for contracted forms and possession	Adverbs and prepositions to express time, place and cause	Effective use of statements, exclamations, questions and commands	
		Some use of inverted commas to punctuate direct speech			

FOCUS FIVE	I can use when, before, after and so	I can use commas to separate items in a list.	I can use an exclamation mark and a question mark correctly	I know 'there, their and they're' and use them correctly in writing	I can use the correct pattern to change a verb when adding ing or ed (e.g. stop – stopped)
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Year 4	Text Genres: Traditional tales (myths/quests), writing & performing a play, story settings, a story with a theme, report, persuasion, discussion, explanation, poetry.				
Vocabulary	Determiner, pronoun, possessive pronoun, adverbial				
Handwriting and Spelling	Tense	Cohesion and Punctuation	Vocabulary and Detail	Structure and Organisation	Evaluation and Editing
Full range of spelling rules in for Y3/4 are mostly accurate	Use a variety of verb forms correctly and consistently (past and present tense, progressive and present perfect)	Use fronted adverbials to connect and introduce paragraphs	Use of expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositions	Create characters, settings and plot in narrative	Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation
Mostly accurate spelling of words from the Y3/4 word list	Use Standard English forms for verb inflections (we were instead of we was)	Avoid repetition through choice of noun or pronoun	Use of a varied and rich vocabulary	Use paragraphs to organise information and ideas around a theme	Proof-read for spelling and punctuation errors
Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency		Some use of determiners to give more detail about nouns	Develop settings using expanded noun phrases and fronted adverbials	Use paragraphs to organise and sequence more extended narratives	
		Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list, apostrophes for contracted forms and possession	Use descriptions and speech to build a character and evoke a response	Use organisational devices including headings and subheadings	
		Mostly accurate use of Y4 punctuation: commas after fronted adverbials and inverted commas for direct speech	Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although)		
		Some accurate use of other punctuation to indicate direct speech and possessive apostrophes for plural nouns	Use fronted adverbials to vary sentence structure (time, place and cause/manner)		

FOCUS FIVE	I can accurately use apostrophes to show possession	My handwriting is cursive, legible and joined	I can use a fronted adverbial with a comma after it	I can use inverted commas in a story to show speech	
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Year 5		Text Genres: traditional tales (legends), suspense & mystery, fiction from our literacy heritage, recount, explanation, persuasion, instructions, report, discussion poetry.			
Vocabulary	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity				
Handwriting and Spelling	Tense	Cohesion and Punctuation	Vocabulary and Detail	Structure and Organisation	Evaluation and Editing
Application of full range of spelling rules and patterns for years 3/4 and mostly accurate spelling of words from the year 3/4 word list	Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect form of verbs)	Use a wide range of devices to build cohesion within a paragraph: adverbs and adverbials (then, after that, this, firstly), tense choices, and a variety of nouns, pronouns and determiners to avoid repetition	Adapt sentence length and vocabulary to change and enhance meaning	Use paragraphs to organise more complex information and themes	Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement
Some accurate spelling of words from the year 5/6 word list and rules/patterns	Use Standard English forms for verb inflections instead of local forms (e.g. <i>we were</i> instead of <i>we was</i>)	Link across paragraphs using adverbs and adverbial phrases (time, place and number); a variety of nouns, synonyms, pronouns and determiners; and tense choices (He had seen her before)	Use relative clauses and parenthesis appropriately e.g. bracketed information in non-narrative, commas around relative clauses when adding detail in narrative	In narrative, use paragraphs to organise and sequence more extended narrative structures (organise settings, characters, events and atmosphere)	Proof-read for spelling and punctuation errors
	Use modal verbs to indicate degrees of possibility	Mostly accurate use of punctuation at year 4 standard: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and speech punctuation, apostrophes for contraction and apostrophes for singular possession	Use expanded noun phrases, adverbs, determiners and preposition phrases to convey complicated information concisely		
		Some accurate use of Y5 punctuation: brackets, dashes and commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity	Use relative clauses to add detail or description (who, which, where, when, whose, that or an omitted relative pronoun)		
			Use adverbs to indicate degrees of possibility		

FOCUS FIVE	I can recall modal verbs and use them in a sentence	I can use a relative clause and punctuate it with commas or brackets	My speech punctuation is accurate	I can use 'although, despite, as well as, also' correctly	I know the terms synonym, adverbial, noun phrase, and determiner and can identify these
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Year 6		Text Genres: narratives (adventure, fantasy & traditional), diary entry, non-chronological report, labels, lists & captions, recount, instructions, poetry.			
Vocabulary		subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points			
Handwriting and Spelling	Tense	Cohesion and Punctuation	Vocabulary and Detail	Structure and Organisation	Evaluation and Editing
The full range of spelling rules and patterns as listed for years 5 and 6 are applied mostly accurately	Use passive voice, where appropriate, to affect how information is presented	Use a range of devices to build cohesion (adverbials of time and place, pronouns, nouns and synonyms, conjunctions)	Adapt sentence length and vocabulary to change and enhance meaning including use of a wide range of conjunctions	Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth	Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary	Verb forms used consistently and correctly (e.g. simple past, progressive, present perfect form of verbs)	Use of appropriate choice of tense to support whole text cohesion and coherence	Relative clauses using a wide range of relative pronouns (who, which, where, when, whose, that) or an omitted pronoun to clarify and explain relationships between ideas	Use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables, to guide the reader	Proof-read for spelling and punctuation errors
Spell correctly most words from the Year 5/Year 6 spelling list	Mostly appropriate use of modal verbs to indicate degrees of possibility, probability and certainty	Use a range of punctuation mostly correctly including brackets or commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity and inverted commas and other punctuation to indicate speech	Make appropriate choices of vocabulary and grammar to suit both formal and informal situations		
		Some accurate use of colons to introduce lists and semi-colons to separate items within lists, colons and semi-colons to make the boundary between independent clauses, dashes to indicate parenthesis and hyphens to avoid ambiguity and consistent punctuation of bullet points	Expanded noun phrases, adverbs and prepositions to convey complicated information concisely and to add detail		
			Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel		
			Integrate dialogue in narratives to convey character and advance the action.		

FOCUS FIVE	I know when my writing is in the correct tense and makes sense and I can edit it appropriately if not	My writing is set in paragraphs	I can identify passive and active voice	I can use a colon to introduce a list	I know and use co-ordinating and subordinating conjunctions
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