



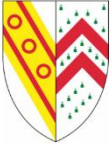
Pollington-Balne CE Primary School

Writing Skills Progression Overview

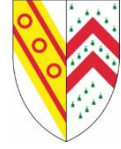
(minimum expectations by end of year)



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence & Text Structure	- Write simple sentences which can be read by themselves & others (ELG) - They also write some irregular common words.	- Write simple sentences correctly. - Use spaces between words. - Use some conjunctions e.g. and, but, because - Use some adjectives to add detail	- Write simple, coherent narratives about personal experiences and those of others - Write about real events, recording these simply and clearly - Write poetry - Use present and past tense mostly correctly and consistently including the progressive form - Use co-ordinating conjunctions e.g. or / and / but - Use some sub-ordinating conjunctions e.g. when / if / that / because - Use sentences with different forms: statement, question, exclamation & command - Use expanded noun phrases to describe	- In narratives, create settings, character and plot - Use expanded noun phrases to add relevant and purposeful detail. - Use correct verb form e.g. We were - Use some adjectives for clarity precision and impact - Features are relevant to genre - Use conjunctions, adverbs and prepositions to express time and cause Tenses are consistent incl. present perfect tense - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	- Use clear narrative structures. Vary sentence structure e.g position of adverbs and prepositions - Use adjectival phrases - Use fronted adverbial Most text features are appropriate to genre - Choose nouns and pronouns appropriately for cohesion - Use a wide range of co-ordinating / sub-ordinating conjunctions - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Integrate some dialogue correctly to convey character and action Adapt formality to suit audience - Verb form and tense used accurately to indicate time, cause and effect - Use adverbs, prepositions and expanded noun phrases to add detail and precision - Use modal verbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	- Write effectively for a range of purposes and audiences - Select language demonstrating awareness of the reader - Use a variety of techniques to describe characters, setting and atmosphere integrate dialogue correctly to convey character and action - Select grammatical structures appropriate to genre and audience - Use verb tenses correctly and consistently differences in informal and formal language - recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence
Punctuation	- Show an awareness of capital letters - Show an awareness of full-stops	- Demarcate some sentences with capital letters and full-stops. - Use some capital letters for names and 'I' - Begin to use exclamation marks - Begin to use question marks	- Demarcate most sentences in their writing with capital letters and full stops - Use question marks & exclamation marks correctly when required - Use commas in a list - Use apostrophe for contracted form - Use apostrophe for possession	Capital letters and full stops are used accurately and consistently - Mostly accurate question marks - Mostly accurate inverted commas - Mostly accurate singular possessive apostrophes - using and punctuating direct speech (i.e. inverted commas)	Some correct use of inverted commas including commas after the reporting clause Some correct use of singular AND plural possessive apostrophes Some correct use of commas after fronted adverbials - place the possessive apostrophe accurately with regular plurals and in words with irregular plurals	- Use the full range of Lower KS2 punctuation mostly accurately Some correct use of punctuation for parenthesis (brackets, commas and dashes) Some correct use of commas for meaning and avoid ambiguity	- Use the range of punctuation taught at key stage 2 mostly correctly - using hyphens to avoid ambiguity - using semicolons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently
Paragraphing	Write some demarcated sentences.	- Sequence sentences in chronological order (recounting) - Sequence sentences to form short narratives - Use basic adverbials e.g. first, then, next, after that	- Sequence sentences in chronological order Sequence sentences to form short narratives	- Use some adverbials and pronouns to link sentences, paragraphs and sections - Group ideas into basic paragraphs - Use headings and sub-headings (as appropriate to genre)	- Open paragraphs with topic sentences - Organize paragraphs around themes - in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices	Use some cohesive devices (incl. adverbials) with and across sentences and paragraphs	Use a variety of devices to build cohesion across sentences and paragraphs
Handwriting	- They handle equipment and tools effectively, including pencils for writing (ELG) - Use correct pencil grip - Write name with correct upper & lower case. - Use correct letter formation for familiar words.	- Form lower-case letters correctly - Form capital letters correctly - Form digits correctly	- Form 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. - Use diagonal and horizontal strokes needed to join letters	- Letters are consistent in size and proportion to each other - Letters are evenly spaced - Use diagonal and horizontal strokes to join letters	- Letters are consistent in size and proportion to each other - Letters are evenly spaced - Use diagonal and horizontal strokes to join letters	- Maintain legibility, fluency and speed - Show some understanding of when and when not to join letters	Maintain legibility in joined handwriting when writing at speed
Spelling	- Some words are spelt correctly and others are phonetically plausible (ELG) - Children use their phonic knowledge to write words in ways which match their spoken sounds (ELG)	- Spell most Y1 Common Exception Words correctly - Use Year 1 suffixes correctly in some words: - Use the prefix un- - Use the rule for adding -s or -es	- Segment spoken words into phonemes represented by graphemes, spelling many of these words correctly & making phonically -plausible attempts at others - Spell many common exception words* - Spell words with contracted forms - Add suffixes to spell longer words: -ment, -ness, -ful, -less, -ly - Learn possessive apostrophe (singular)	- Spell most Y3 Words correctly - Use Year 3 suffixes correctly in some words: - Spell homophones - Use the correct form of 'a' or 'an'	- Spell most Year 3 and year 4 words correctly - Spell words with additional prefixes and suffixes: ation, ous, ion, ian - spell further homophones	- Spell most Year 5 words correct - spell some words with 'silent' letters - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Vocab	Word, letter, capital letter, full stop	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (speech marks)	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points



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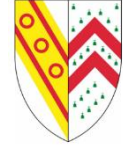


Writing Curriculum Map (driven by genre)

			YFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wider Curriculum Drivers	History	Autumn 1	- Labels, lists, captions & signs - Familiar stories	- Labels, lists, captions & signs - Stories with familiar settings	- Stories with familiar settings - Non-Chronological Reports	- Non-chronological Report - Explanations - Stories with familiar (historical) settings	- Non-chronological Report - Explanations - Stories with familiar (historical) settings	- Non-chronological report - Adventure stories 1st person recount	- Non-chronological reports - Adventure stories - Letters
		Autumn 2	Stories with repeating patterns	- Stories with repeating patterns - Instructions	- Fairy tales - Instructions	- Non-Chronological reports - Persuasion	- Non-Chronological reports - Persuasion	- Newspaper reports - Instructions	- Newspapers - Instructions
	Science	Spring 1	- Traditional tales - Factual sentences	- Traditional tales - Information texts	- Traditional Tales - Information Texts	- Instructions - Recounts	- Instructions - Recounts	- Biographies & autobiographies - Mystery Stories	- Biographies - Flashback stories - Diaries
		Spring 2	- Instructions - Simple recount	- Recounts - Instructions	- Recounts - Explanation Texts	- Adventure Stories - Information Texts	- Adventure Stories (incl. suspense) - Information Texts	- Myths and legends - Explanations	- Recounts - Explanations - Myths & legends
	Geography	Summer 1	- Letters - Retell story from another culture	- Narratives from a different culture - Letters	- Stories by the same author - Letters	Myths and legends	Myths and legends	- Stories from other cultures - Persuasion	- Adventure stories - persuasion
		Summer 2	Fantasy story	Stories about fantasy worlds	Retelling of a traditional tale	Stories from other cultures	Stories from other cultures	Fantasy stories	Fantasy stories



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Progression of Skills by Genre

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Structure	Use narrative language : Once upon a time First / Then / Next But So Finally.....happily ever after Use simple conjunctions : and but	Clear 5-part narratives: opening, build up, problem, resolution, ending Openers: Once upon a time, one day, suddenly, fortunately, finally Use of some conjunctions e.g. and, but, because Use of some adjectives to add detail	Use present and past tense Use co-ordinating conjunctions e.g. or / and / but Use some sub-ordinating conjunctions e.g. when / if / that / because Use more complex story structure language; Opening e.g. In a land far away.... One cold but bright morning..... Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately,	Use expanded noun phrases Use correct verb form Use some adjectives for clarity precision and impact Use adverbs Tenses are consistent 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	Organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma Vary sentence structure Use adjectival phrases Use fronted adverbial Prepositions	Integrate some dialogue correctly to convey character and action Verb form and tense used accurately to indicate time, cause and effect Use adverbs, prepositions and expanded noun phrases to add detail and precision Use modal verbs to indicate degrees of possibility	Select language demonstrating awareness of the reader Use a variety of techniques to describe characters, setting and atmosphere Mostly integrate dialogue correctly to convey character and action Use verb tenses correctly and consistently Active and passive verbs to create effect
	Punctuation	Capital letters for names Awareness of capital letters ad full-stops for sentences Finger spaces	Demarcate some sentences with capital letters and full-stops . Use some capital letters for names and 'I' Begin to use exclamation marks Begin to use question marks	Demarcate most sentences in their writing with capital letters and full stops , and use question marks correctly when required Singular possessive apostrophes	Capital letters and full stops A variety of sentence types (statement, question, exclamation) Mostly accurate question marks Mostly accurate inverted commas Mostly accurate singular possessive apostrophes	Inverted commas Commas after reporting clause in direct speech Singular and plural possessive apostrophes Commas after fronted adverbials	Use the full range of Lower KS2 punctuation mostly accurately Some correct use of commas for meaning	Use the range of punctuation taught at key stage 2 mostly correctly
	Paragraphing	Awareness of capital letters ad full-stops for sentences	Sequence sentences in chronological order (recounting)	Sequence sentences in chronological order -'Iy' sentence starters to begin to develop cohesion e.g. Usually, Eventually, Finally, Carefully, Slowly, ...	Use some adverbials and pronouns to link sentences, paragraphs and sections. Group ideas into basic paragraphs	Fronted adverbials for cohesion between paragraphs	Use some cohesive devices (incl. adverbials) with and across sentences and paragraphs	Use a variety o devices to build cohesion across sentences and paragraphs
Non-Fiction	Structure	Names Labels Captions Lists	Bullet / number point for instruction Use of some conjunctions e.g. and, but, because	Statements Questions Use present and past tense Use co-ordinating conjunctions e.g. or / and / but Use some sub-ordinating conjunctions e.g. when / if / that / because	Develop hook to introduce and tempt reader in Lists of steps to be taken Bullet points for facts Flow diagram Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts / Wow comment	Begin to use modal verbs	Adapt formality to suit audience Verb form and tense used accurately to indicate time, cause and effect Use modal verbs to indicate degrees of possibility	Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions
	Punctuation	Capital letters for names Awareness of capital letters ad full-stops for sentences Finger spaces	Demarcate some sentences with capital letters and full-stops .	Demarcate most sentences in their writing with capital letters and full stops , and use question marks correctly when required Commas in lists	A variety of sentence types (statement, question, command)	Some correct use of inverted commas including commas after the reporting clause Some correct use of singular AND plural possessive apostrophes Some correct use of commas after fronted adverbials	Some correct use of punctuation for parenthesis (brackets, commas and dashes)	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.
	Paragraphing	Awareness of capital letters ad full-stops for sentences	Use basic adverbials e.g. first, then, next, after that	Begin to use headings	Use headings and sub-headings Topic sentences to introduce paragraphs	Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives.	Use some cohesive devices (incl. adverbials) with and across sentences and paragraphs Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader	Semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

