

## Writing Progression Grid

Year 1						
	Is there a such thing as a good or bad person?		What do animals and plants need to survive?		How do stories shape what we think?	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English Writing</b>	Narrative Traditional Tales	Narrative Traditional Tales	Information – habitat face files	Persuasive – brochures for space tourism	Descriptive Settings/descriptions	Narrative Different genre
<b>Writing objectives</b>	Grow their personal vocabulary banks through frequent and purposeful exposure to new words, and use these words appropriately when rehearsing sentences orally/in writing					
<b>Composition</b>	say out loud what they are going to write about  compose a sentence orally before writing it		sequence sentences to form short narratives *re-read what they have written to check it makes sense		discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher	
<b>Vocabulary, Grammar and Punctuation</b>	leave spaces between words		join words and clauses using 'and'  begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark		use a capital letter for names of people, places, the days of the week and the personal pronoun I	
<b>Terminology</b>	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark					
<b>Handwriting</b>						

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Question</b>	<b>How have humans conquered the air?</b>		<b>Is fire the most important discovery humankind ever made?</b>		<b>Is water the most precious thing on Earth?</b>	
<b>English Writing</b>	Persuasive poster Narrative – Icarus	Information writing Retelling the Christmas story and adapting a script	Narrative – myths Poetry	Explanation – Great Fire of London Diary – Pepys Instructions – Fire Safety	Narrative – A River Journey	Persuasive – Water conservation leaflet
<b>Writing objectives</b>	Grow their personal vocabulary banks through frequent and purposeful exposure to new words, and use these words appropriately in their oral compositions and writing choose the correct tense (past or present) and use consistently throughout their writing					
<b>Composition</b>	Use different pre-writing planning methods, eg composing sentences orally through drama, story-mapping, simple planning grids	use layout, language and structure that reflects the purpose and genre of the writing (as modelled and taught)		re-read what they have written to check it makes sense and that verbs to indicate time are used consistently	proof-read their work to check for errors in spelling, grammar and punctuation	read aloud their writing with appropriate intonation
<b>Vocabulary, Grammar and Punctuation</b>	use familiar and new punctuation correctly: full stops, caps  write different types of sentences: commands, exclamation	Use coordination (or, and, but)  choose the correct tense (past or present) and use consistently throughout their writing	use familiar and new punctuation correctly: full stops, caps, !, ?, commas for lists, write different types of sentences: questions, statements, exclamation use simple expanded noun phrases (eg the blue butterfly)	use the progressive form of verbs in the present and past tense ( <i>she is drumming, he was shouting</i> )  use subordination (when, if, that, because)  choose the correct tense (past or present) and use consistently throughout their writing	use familiar and new punctuation correctly: full stops, caps, !, ?, commas for lists, apostrophes for contracted forms  use simple expanded noun phrases (eg the blue butterfly)	write different types of sentences: questions, commands, statements, exclamation
<b>Terminology</b>	Noun, noun phrase, statement, question, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma					
<b>Handwriting</b>	form lower case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters (introduced in Spring term) write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters understand which letters belong to handwriting families, eg Debbie Hepplewhite 'c' letters use spaces between words that reflect the size of the letters After Christmas, children in year 2 will begin to join handwriting in-line with the school's handwriting scheme (Debbie Hepplewhite)					

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Question</b>	<b>Do we need art and why?</b>		<b>Do humans need plants to survive and thrive?</b>		<b>Can we future-proof our planet</b>	
<b>English Writing</b>	<b>English writing:</b> Narrative / descriptive writing - Barney meets Stig.	Non-fiction writing: brochure / leaflet with a focus on our recently discovered ancient Stone Age settlement.	Information – Survival Guide	Narrative – the journey of a raindrop Poetry	Instructions – Mayan Game Information - Rainforest	Persuasive – Kapok Explanation – Shadows Poetry - Rainforest
<b>Composition</b>	explore descriptive writing techniques with emotions and comparison as a focus. They will retell the story of Barney meeting Stig for the first time; using storyboards to retell and rehearse their stories. Children will generate word banks and begin to use paragraphs to structure their writing.	explore key features of brochure / leaflets. They will begin to consider tone and formality of their writing, as well as techniques to catch their readers attention.	plan writing by discussing writing that is similar to that which they are intending to write  begin using headings and sub-headings to aid presentation	describe character and plot (eg using more expressive verbs such as <i>rushed</i> instead of <i>went</i> , or adjectives, such as <i>colossal</i> instead of <i>big</i> )  compose and rehearsing sentences orally, including dialogue, through a range of pre-writing activities	assess the effectiveness of their own and others' writing, and suggesting improvements	proof-read with growing accuracy, amending grammar, punctuation and spelling
<b>Vocabulary, Grammar and Punctuation</b>	Fronted adverbials, similes, adjectives and adverbs. Use conjunctions to express time, place and cause (eg when, before, after, while, so). Use the present perfect form of verbs	Title, sub heading, formal, eye-catching, information, quotes. Use conjunctions to express time, place and cause (eg when, before, after, while, so). Use the present perfect form of verbs	Grow their personal vocabulary banks through frequent and purposeful exposure to new words, and use these words appropriately in their oral compositions and writing	to begin to use inverted commas to indicate direct speech	use prepositions to express time, place and cause (eg before, after, during, because of)	use adverbs to express time, place and cause (eg then, next, soon, therefore)
<b>Terminology</b>	Conjunction, clause, subordinate clause, vowel letter, consonant letter.	Conjunction, clause, subordinate clause vowel letter, consonant letter	word family prefix  vowel letter, consonant letter	direct speech, inverted commas, speech marks vowel letter, consonant letter	Preposition vowel letter, consonant letter	Conjunction, clause, subordinate clause vowel letter, consonant letter
<b>Handwriting</b>	Use the Debbie Hepplewhite handwriting programme to join writing in a neat, regular, cursive style					

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Question</b>	<b>What is worth striving for?</b>		<b>Do we have the power to change the world?</b>		<b>Why do people move?</b>	
<b>English Writing</b>	Recount – diary/letter	Newspaper Article – Roman Invasion	Non-Chronological Report – Sustainable Cities	Narrative – Dinosaurs and all that Rubbish	Narrative – Beowulf monster story	Explanation text - Wildebeest Migration Script – Horrible Histories
<b>Writing objectives</b>	*proof-read to ensure the consistent and correct use of tense throughout a piece of writing *proof-read for spelling and punctuation errors					
<b>Composition</b>	Include literary devices such as metaphor, simile and personification to create effect Composing and rehearsing sentences orally, including dialogue, through a range of pre-writing activities	Plan writing by discussing a wide range of different authors and text types, that are similar to that which they are intending to write	Use headings and sub-headings to group information thematically and aid presentation		Select from their growing vocabulary bank to express character, setting and plot Read their writing aloud, using appropriate intonation and beginning to make choices about volume and tone to make the meaning clear for the listener	Use paragraphs to structure writing
<b>Vocabulary, Grammar and Punctuation</b>		Use apostrophes for possession, including plural possessive		Choose a pronoun or noun appropriately across a piece of writing to avoid repetition Use varied structures in expanded noun phrases: <i>the witch's hat was tall and crumpled; the man with the beard stepped forward</i> (instead of simple adjective, adjective, noun construction) Use inverted commas and other conventions of speech punctuation accurately (eg position of punctuation, comma before and after reporting	Grow their personal vocabulary banks through frequent and purposeful exposure to new words, and use these words appropriately in their writing	Use the present perfect form of verbs (has/have, followed by past tense: <i>she has lived in the castle all her life; they've been alone in the woods for days and days</i> )  Use fronted adverbials, including the use of a comma after a fronted adverbial

				clause, how use of ! and ? affects other punctuation		
<b>Terminology</b>	determiner, ,		pronoun, possessive pronoun			adverbial
<b>Handwriting</b>	Use a neat, joined, cursive and legible handwriting style, with uniformity in ascenders and descenders					

Year 5						
	Spring 1	Spring 2	Autumn 1	Autumn 2	Summer 1	Summer 2
<b>Enquiry Question</b>	Do our beliefs shape our actions?		Why do children need rights?		Can one person make a difference?	
<b>English Writing</b>	Diary – Howard Carter	Recount – Newspaper - Hatshepsut	Diary – Street Child Character - Fagin	NC Report – Lord Shaftesbury	Description – Island Poetry – Lost Words Narrative - Starfish	Explanation - Plastic
<b>Writing objectives</b>	*proof-read to ensure the consistent and correct use of tense throughout a piece of writing *proof-read for spelling and punctuation errors					
<b>Composition</b>	make useful notes from research	make precise choices about vocabulary, considering the effect of their different word choices, when describing character, setting and atmosphere  use commas to clarify meaning and avoid ambiguity	begin to draw ideas for writing from discussion of authors' descriptions of character and setting	precising longer passages  using further organisational and presentational devices to structure text and guide the reader, such as bullet points, underlining, headings and italics	vary sentence structures to create different effects in their writing	make useful notes from research
<b>Vocabulary, Grammar and Punctuation</b>	indicate possibility using modal verbs eg <i>will, could, must, should</i>  indicate possibility using adverbs, such as <i>perhaps, surely, definitely</i>	use devices to build cohesion across a paragraph or text (See national curriculum p78)	use commas to clarify meaning and avoid ambiguity	use relative clauses, beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun	make precise choices about vocabulary, considering the effect of their different word choices, when describing character, setting and atmosphere	Grow their personal vocabulary banks through frequent and purposeful exposure to new words, and use these words appropriately in their writing
<b>Terminology</b>	Modal verb,	cohesion,	ambiguity	relative pronoun, relative clause, parenthesis, bracket, dash,		
<b>Handwriting</b>						

Year 6						
	Spring 1	Spring 2	Autumn 1	Autumn 2	Summer 1	Summer 2
<b>Enquiry Questions</b>	Is success the same for everyone?		What are the consequences of human endeavour?		What is the best way to lead?	
<b>English Writing</b>	Persuasive – Mallory/Irvine Narrative - Mallory	Narrative – As the mist descended	Descriptive – Island diaries Explanation – Creation beliefs	Discussion Easter Island	Narrative – Jabberwocky The Whale Letter – Advice to Y5	Speech/rhetoric - Manifestos Instruction - ??
<b>Writing objectives</b>	*identifying audience for and purpose of writing, selecting the appropriate form and register assess the effectiveness of their own and others' writing, suggesting changes to enhance effects and clarify meaning *proof-read to ensure the consistent and correct use of tense throughout a piece of writing *proof-read for spelling and punctuation errors					
<b>Composition</b>	using a wider range of cohesive devices to make links across paragraphs and texts, eg repetition of a word or phrase, the use of adverbials in discussion texts: <i>on the one hand, on the other hand</i>	describing character, <b>settings, and atmosphere</b> using a precise choice of vocabulary	Grow their personal vocabulary banks through frequent and purposeful exposure to new words, and use these words appropriately in their writing	contrasting informal structures in dialogue with formal structures in prose – writing in the appropriate register	describing character, settings, and atmosphere using a precise choice of vocabulary, including using dialogue effectively to convey character and advance the action	using layout devices such as headings, tables, columns, bullet points, text boxes, to structure a text  perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear
<b>Vocabulary, Grammar and Punctuation</b>	use the perfect form of verbs to mark relationships of time and cause	use ellipsis...	use a semi-colon, colon or dash to mark the boundary between independent clauses	use the subjunctive form appropriately in writing  show understanding of how language grammatical choices affect the tone of writing (formal vs informal)	use hyphens to avoid ambiguity (man-eating chicken vs man eating chicken)	use the passive to affect the presentation of information  use a colon to introduce a list
<b>Terminology</b>	Subject, object, active, passive, synonym, antonym, semi-colon, bullet points					
<b>Handwriting</b>						