



Longshaw Community Junior School

Success for all - nothing less

Writing Progression Map

Outlined below is the progression in Writing. This should be used alongside the English policy and year group schemes of work.

Grammar Skills				
KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<i>See separate progression of skills in grammar document.</i>				
Composition- Planning				
KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> 	<p>As KS1 and:</p> <ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up.</i> 	<p>As Year 3 and:</p> <ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i> 	<p>As Year 4 and:</p> <ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Note and develop ideas. Draw on reading and research. Think how authors develop characters and settings (in books, films and performances). 	<p>As earlier Year Groups and:</p> <ul style="list-style-type: none"> Identify audience and purpose. Choose appropriate text-form and type for all writing. Select the appropriate structure, vocabulary and grammar. Draw on similar writing models, reading and research. Compare how authors develop characters and settings (in books, films and performances). Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i>

Composition – Drafting and Writing

KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ Orally rehearse each sentence prior to writing. ▪ Develop a positive attitude to writing. ▪ Develop stamina for writing in order to write at length. ▪ Write about real and fictional events. ▪ Write simple poems based on models. ▪ Make simple notes from non-fiction texts, e.g. highlighting and noting key words. ▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i> 	<p>As KS1 and:</p> <ul style="list-style-type: none"> ▪ Create and develop settings for narrative. ▪ Create and develop characters for narrative ▪ Improvise, create and write dialogue. ▪ Create and develop plots based on a model. ▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms</i> for said appropriate to text type. ▪ Use different sentence structures (see VGP). ▪ Group related material into paragraphs. ▪ Use headings and sub headings to organise information. 	<p>As Year 3 and:</p> <ul style="list-style-type: none"> ▪ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▪ Plan and write an opening paragraph which combines setting and character/s. ▪ Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. ▪ Generate and select from vocabulary banks e.g. <i>adverbial phrases, technical language, persuasive phrases, alliteration.</i> ▪ Use different sentence structures (see VGP). ▪ Use paragraphs to organise writing in fiction and non-fiction texts. ▪ Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists.</i> ▪ Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later..., Back at home..</i> 	<p>As year 4 and:</p> <ul style="list-style-type: none"> ▪ Select <i>appropriate</i> structure, vocabulary and grammar. ▪ Blend action, dialogue and description within and across paragraphs. ▪ Use different sentence structures with increasing control (see VGP). ▪ Use devices to build cohesion (see VGP). ▪ Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i> 	<p>As earlier Year Groups and:</p> <ul style="list-style-type: none"> ▪ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▪ Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). ▪ Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i> ▪ Consciously control the use of different sentence structures for effect. ▪ Use a wide range of devices to build cohesion within and across paragraphs. ▪ Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i> ▪ Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i> ▪ Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. <i>headings, sub-headings, columns, bullet points, tables.</i> ▪ Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i> ▪ Make conscious choices about techniques, tone and style e.g. <i>rhetorical questions, direct address to the reader.</i> ▪ Use active and passive voice Précis longer passages.

Composition – Evaluating & Editing				
KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<p>Evaluating and Editing</p> <ul style="list-style-type: none"> Edit and improve own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop</i>. 	<p>As KS1 and:</p> <ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. 	<p>As Year 3 and:</p> <ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation. Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation. 	<p>As Year 4 and:</p> <ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. Proofread for spelling and punctuation errors. 	<p>As earlier Year Groups and:</p> <ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofread for grammatical, spelling and punctuation errors.
Composition - Performing				
KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<p>Performing</p> <p>Read aloud their writing with intonation to make the meaning clear.</p>	<p>As KS1 and:</p> <p>Use appropriate intonation, tone and volume to present their writing to a group or class</p>	<p>As Year 3 and:</p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>As Year 4 and:</p> <ul style="list-style-type: none"> Use appropriate intonation and volume. Add movement. Ensure meaning is clear. 	<p>As earlier Year Groups and:</p> <ul style="list-style-type: none"> Use appropriate and effective intonation and volume. Add gesture and movement to enhance meaning. Encourage and take account of audience engagement.

<p>single consonant letter after a single vowel letter, e.g. patting, patted.</p> <ul style="list-style-type: none"> Spell words ending in -tion, e.g. station, fiction. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 				
Handwriting and Presentation				
KS1 Prior Learning	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. Orientate capital letters correctly. Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words.</i> Write capital letters and digits of the correct size relative to one another and to lower case letters. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Use spacing between words which reflects the size of the letters. 	<p>As Year 2 and:</p> <ul style="list-style-type: none"> Form and use the four basic handwriting joins. Write legibly. 	<p>As Year 3 and:</p> <ul style="list-style-type: none"> Use a joined style throughout their independent writing. Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<p>As Year 4 and:</p> <ul style="list-style-type: none"> Write fluently using a joined style as appropriate for independent writing. Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address. 	<p>As earlier Year Groups and:</p> <ul style="list-style-type: none"> Write, using a joined style, with increasing speed. Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.