

### Writing Progression – Year 3

- To begin to use ideas from own reading and modelled examples to plan their writing.
- To demonstrate an increasing understanding of purpose and audience.
- To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
- To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.
- To make deliberate ambitious word choices to add detail.
- To begin to create settings, characters and plot in narratives.
- To begin to organise their writing into paragraphs around a theme.
- To maintain the correct tense (including present perfect tense) throughout a piece of writing.
- To use the full range of punctuation from previous year groups.
- To use inverted commas in direct speech.
- To use subordinate clauses.
- To begin to use conjunctions, adverbs and prepositions to show time, place and cause.
- To use 'a' or 'an' correctly most of the time.
- To spell many words with prefixes / suffixes correctly
- To begin to spell homophones correctly, e.g. which and witch.
- To spell some of the Year 3 and 4 statutory spelling words correctly.
- To use a neat, joined handwriting style with increasing accuracy.
- To begin to use ideas from own reading and modelled examples to plan their writing.
- To demonstrate an increasing understanding of purpose and audience.
- To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Setting description Narrative	Winter poem Letter Narrative	Explanation Instructions Character description	Diary	Report Poetry	Narrative Recount

### Writing Progression – Year 4

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- To write narratives with a clear beginning, middle and end with a coherent plot.
- To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
- To create more detailed settings, characters and plot in narratives to engage the reader.
- To consistently organise their writing into paragraphs around a theme.
- To maintain an accurate tense throughout a piece of writing.
- To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
- To use the full range of punctuation from previous year groups.
- To use all the necessary punctuation in direct speech mostly accurately.
- To use apostrophes for singular and plural possession with increasing confidence.
- To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
- To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas
- To use apostrophes for singular and plural possession with increasing confidence.
- To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
- To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- To spell all words with prefixes and suffixes correctly
- To spell homophones correctly, e.g. which and witch.
- To spell all of the Year 3 and 4 statutory spelling words correctly.
- To consistently use a neat, joined handwriting style.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Setting and Character Writing a myth Instructions	Instructions News report Recount	Persuasive Character description Informal letters	Narrative Poetry	Discussion text Non chronological reports	Narrative Poetry

### Writing Progression – Year 5

To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.

To describe settings, characters and atmosphere to consciously engage the reader.

To use dialogue to convey a character and advance the action with increasing confidence.

To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.

To create paragraphs that are usually suitably linked.

To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

To use the full range of punctuation from previous year groups.

To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.

To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.

To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.

To use brackets, dashes or commas to begin to indicate parenthesis.

To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

To spell many verb prefixes and suffixes correctly

To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.

To describe settings, characters and atmosphere to consciously engage the reader.

To use dialogue to convey a character and advance the action with increasing confidence.

To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Story – setting, characterisation, main action	Biography Diary entry Story opening Newspaper report	Character description Retell legend	Instructions Persuasion Balanced argument	Letter writing Playscript / dialogue Recount	Information fact files Recount / travel writing

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**Writing Progression – Year 6**

**EXT**

To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader in narratives, describe settings, characters and atmosphere

Use a range of clause structures sometimes varying their position in a sentence: subordinate clause at the start, embedded clause, subordinate clause at the end

To integrate dialogue in narratives to convey character and advance the action

select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately: contractions, passive verbs, modal verbs

To use phrase effectively to add detail, qualification and precision prepositional phrase, expanded noun phrases, use a range of devices to build cohesion: conjunctions, adverbials time/place, pronouns, synonyms

To use verb tenses consistently and correctly throughout their writing

To use the range of punctuation taught at key stage 2 mostly correctly: inverted commas, commas for clarity, punctuation for parenthesis

To spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon/ambitious vocabulary

To maintain legibility in joined handwriting when writing at speed.

**WGD**

To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure):

To distinguish between the language of speech and writing and choose the appropriate register

To exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

To use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity: semi-colons, colons, dashes, hyphens

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Description Narrative Non chronological report	Explanation Persuasion	Narrative Diary Explanation	News report Descriptive narrative Letter	Narrative / scene description Diary Persuasion	Fact file Narrative Information persuasive letter