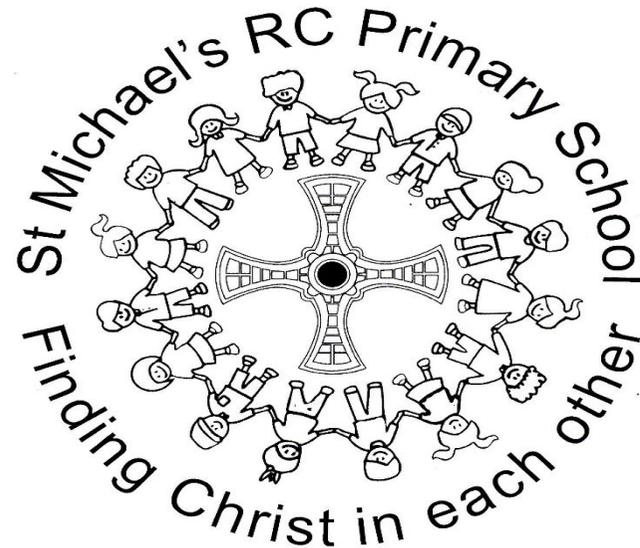
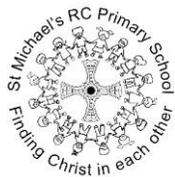


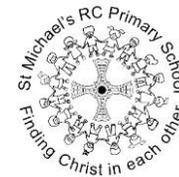
St Michael's RC VA Primary School



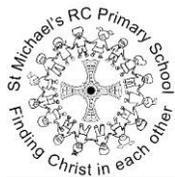
Writing Progression Document



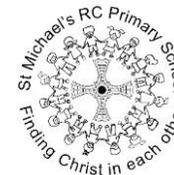
Writing Progression of Skills, Concepts, Knowledge and Understanding



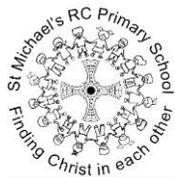
	Writing Process	Text Types	Handwriting
Foundation	<ul style="list-style-type: none"> • Give meaning to the marks they make when they paint and draw • Begin to break the flow of speech into words • Continues a rhyming string • Hears and says the initial sounds in words • Can segment the sounds in simple words and blend them together • Links sounds to letters, naming and sounds the letters of the alphabet • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. [SEP] • Writes own name • Writes labels • Write captions • Use phonic knowledge to write words which match their spoken sounds • Write some common irregular words • Write simple sentences, which can be read by themselves and others – e.g. The dog went to the park. He had a drink in the pond as he was hot. • Some words in writing are spelt correctly and others are phonetically plausible • Children begin to use simple punctuation, such as full stops at the end of a piece of writing or sentence. 		<ul style="list-style-type: none"> • Children can use writing tools safely and with increasing control • Show a preference of a dominant hand • Uses a pencil and holds it effectively to form recognisable letters, most of which are formed correctly • Show good control in gross and fine motor movements • Children begin to sit at tables correctly to write • in simple sentences, most of the words are separated by a space • writing moves across the page from left to right, top to bottom • letters are of a reasonable size in directed writing
	Writing Process	Text Types	Handwriting
Year 1	<ul style="list-style-type: none"> • sequences short narratives orally and pictorially based on real and fictional experiences • says out loud what is going to be written about • begins to write short narratives based on real and fictional experiences • includes a simple beginning, middle and end in writing • discusses what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • Descriptions • Narratives with different settings and characters • Diary entry 	<ul style="list-style-type: none"> • sits correctly at the table and holds a pencil comfortably and correctly • distinguishes between lower case letters and capital letters • uses knowledge of handwriting 'families' to begin to form letters correctly • spaces evident between words • begins to form lower case letters in the correct direction starting and finishing in the right place • forms capital letters correctly



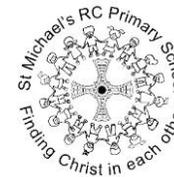
Writing Progression of Skills, Concepts, Knowledge and Understanding



	<ul style="list-style-type: none"> writes short narratives based on real and fictional experiences uses a simple plan (e.g. storyboard, flowchart) re-reads what has been written to check it makes sense makes simple changes to writing where suggested reads aloud own writing clearly enough to be heard by peers and the teacher 		
	Writing Process	Text Types	Handwriting
Year 2	<ul style="list-style-type: none"> uses basic layout conventions in different forms of writing plans out loud what is going to be written creates simple plans to support writing makes simple changes to writing where appropriate 	<ul style="list-style-type: none"> Narrative (traditional tales) Narrative (story with a familiar setting) Diary Letter Instructions Non-chronological report 	<ul style="list-style-type: none"> forms lower case letters of the correct size relative to one another handwriting is legible with almost all lower case letters and capital letters accurately and consistently



Writing Progression of Skills, Concepts, Knowledge and Understanding



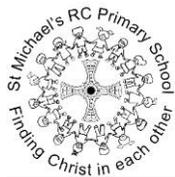
	<ul style="list-style-type: none"> • proof-reads own writing to check for basic errors • develops stamina to write at increasing length • writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans) • considers word choice, grammar and punctuation • re-reads own writing to check for sense, basic errors and meaning • reads aloud writing with appropriate intonation to make meaning clear • writes narratives about personal experiences and those of others (real and fictional) • writes for different purposes (including poetry) • uses plans to support writing • links ideas and events using strategies to create 'flow' • evaluates the effective use of word choice, grammar and punctuation • makes appropriate additions, revisions and corrections • proof reads to check for errors in spelling, grammar and punctuation • re-reads writing to check for correct and consistent tense • evaluates writing with teachers and peers 	<ul style="list-style-type: none"> • Recount 	<p>formed and of the correct size and orientation</p> <ul style="list-style-type: none"> • words are almost always appropriately and consistently spaced in relation to the size of the letters • some diagonal and horizontal strokes are used to join letters
	<p>Writing Process</p>	<p>Text Types</p>	<p>Handwriting</p>



Writing Progression of Skills, Concepts, Knowledge and Understanding



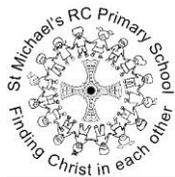
Year 3	<ul style="list-style-type: none">• begins to use paragraphs to group related material• uses a range of planning strategies and tools• becomes more aware of the audience and purpose of different types of writing• discusses and records ideas• uses headings and sub-headings to aid presentation• writes for a range of real purposes and audiences as part of their work across the curriculum• reads aloud own writing using appropriate intonation• structures and organises writing with a beginning, middle and end across a range of text types• uses texts similar to those that they are planning to write, to understand and learn from its structure• assesses the effectiveness of own and others' writing• proof reads for spelling, grammar and punctuation errors and self-corrects	<ul style="list-style-type: none">• Description• Narrative• Explanation• Instructions• Non-Chronological report• Recount• Newspaper Article• Informal letter• Diary	<ul style="list-style-type: none">• uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined.
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Writing Progression of Skills, Concepts, Knowledge and Understanding



	Writing Process	Text Types	Handwriting
Year 4	<ul style="list-style-type: none"> • uses appropriate choice of <u>pronoun/noun</u> within and across sentences to aid cohesion proof reads for spelling, grammar and punctuation errors and self-corrects as the writing develops • attempts to make simple links between paragraphs • plans effectively for a range of writing • decisions about writing are based on awareness of audience and purpose • proposes changes to grammar and vocabulary to improve consistency • reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear • creates settings, characters and plot in narratives • writes non-narratives using appropriate organisational devices • organises paragraphs around a theme • discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar • assesses the effectiveness of their own and others' writing and suggests improvements 	<ul style="list-style-type: none"> • Description • Narrative • Explanation • Instructions • Non-Chronological report • Autobiography • Recount • Newspaper Article • Informal letter • Formal letter • Diary • Discussion 	<p>writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)</p>



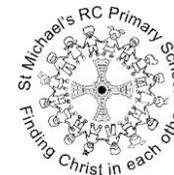
Writing Progression of Skills, Concepts, Knowledge and Understanding



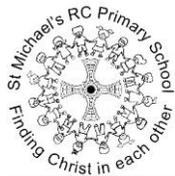
	Writing Process	Text Types	Handwriting
Year 5	<ul style="list-style-type: none"> • begins to build paragraphs around a topic sentence • demonstrates growing awareness of audience and purpose • begins to develop characters and settings through selection of effective vocabulary • summarises a paragraph • considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing • links ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>) • selects appropriate formats and forms to suit audience and purpose • uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere • edits own work and offers suggestions to others to improve the impact and effect of writing • proof reads own work for spelling and punctuation errors 	<ul style="list-style-type: none"> • Description • Narrative • Explanation • Instructions • Non-Chronological report • Autobiography • Recount • Newspaper Article • Informal letter • Formal letter • Diary • Discussion • Persuasive adverts • Book/film review 	<p>knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms</p>



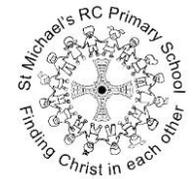
Writing Progression of Skills, Concepts, Knowledge and Understanding



	<ul style="list-style-type: none"> identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own uses devices to build cohesion within and across paragraphs shows a growing awareness of how authors develop character and setting, including through the use of dialogue begins to précis longer passages makes effective changes when editing own and others' work 		
	Writing Process	Text Types	Handwriting
Year 6	<ul style="list-style-type: none"> notes and develops initial ideas, drawing on reading and research where necessary uses further organisational and presentational devices to structure texts and guide the reader describes settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar suggests changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning assesses the effectiveness of their own and others' writing writes making conscious links to reading links ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, <i>on the</i> 	<ul style="list-style-type: none"> Description Narrative Explanation Instructions Non-Chronological report Autobiography/ Biography Recount Newspaper Article Informal letter Formal letter Diary Discussion Persuasive text Book/film review Poetry 	<ul style="list-style-type: none"> writes legibly and fluently and with increasingly efficient speed knows which letters join and which writing implement is best suited to a task



Writing Progression of Skills, Concepts, Knowledge and Understanding



	<p><i>other hand, in contrast, or as a consequence</i>), and ellipsis</p> <ul style="list-style-type: none">• integrates dialogue to convey character and advance action• précises longer passages evaluates own and others writing and edits as appropriate• writes for a range of purposes and audiences• uses suitable forms with appropriate features for different text types• introduces, develops and concludes paragraphs appropriately• ensures the consistent and correct use of tense throughout a piece of writing• uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning• précises longer passages appropriately• proof reads writing for wider audience to ensure accuracy of spelling and punctuation		
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