



Writing Progression at Meanwood C of E Primary School



CURRICULUM SUBJECT:		WRITING	SUBJECT LEADS:	EARLY WRITING: E.PARKER	WRITING: J.MARTIN
What are the Y6 end of school end goals?		To develop a love of writing and take pride in my accomplishments. To be able to write creatively whilst developing a personal style/voice. To be able to spell words that follow spelling patterns and a range of common exception words. To be able to correctly and effectively use a range of punctuation. To be able to write for a range of purposes and audiences. To make effective vocabulary choices to improve the quality of my writing. To be able to independently edit and review my writing including presentation.			
How is the curriculum at Meanwood C of E Primary School sequenced towards these end points?					
<b>EYFS</b>					
<b>Writing:</b>					
Write recognisable letters, most of which are correctly formed.					
Spell words by identifying sounds in them and representing the sounds with a letter or letters.					
Write simple phrases and sentences that can be read by others.					
<b>Year 1</b>			<b>Year 2</b>		
<b>Transcription</b>					
Spelling		See spelling progression document (appendix 1).		See spelling progression document (appendix 1).	
Handwriting		Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Sit correctly at a table, holding a pencil comfortable and correctly (paper at an angle, non-writing hand holding paper).		Use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Begin to use some of the diagonal and horizontal strokes needed to join letters. Form lower-case letters of the correct size relative to one another. Know which letters may be left un-joined. Use spacing between words that reflects the size of the letters.	
<b>Composition</b>		Sequence sentences to form a short recount or narrative.		Write for different purposes, including real events and poetry, showing a positive attitude and stamina ( <i>simple, clear</i> ). Write ( <i>coherent</i> ) narratives about personal experiences and those of others, both real and fictional.	
Planning, drafting and editing		Re-read what I have written to check that it makes sense (with an adult if needed). Discuss and read aloud what I have written. Identify two sentences that are 'squashed', knowing they need to be separated (full stops, ! or ?) or joined (conjunctions).		Re-read what I have written to check that it makes sense. Proof-read to check for errors in spelling, grammar and punctuation. Evaluate my own writing independently, with friends and with an adult. Read aloud what I've written with appropriate intonation.	
Key Terminology		Discuss the grammatical terminology for Year 1: letter, capital letter,		Discuss the grammatical terminology for Year 2: noun,	



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	<p>word, sentence, punctuation, full stop, question mark, exclamation mark, singular, plural, proper noun</p>	<p>noun phrase, verb, tense (past and present), adjective, adverb, compound, suffix, apostrophe, comma, statement, question, exclamation, command</p>
Sentence structure	<p>Combine words to make a sentence. Orally rehearse a sentence before writing. Write sentences that make sense and can be read by the child and others (all words are phonetically plausible and many are spelt correctly).</p>	<p>Orally rehearse a structured sentence. Use sentences with different forms: statement, question, exclamation, command. Write sentences with one 'chunk' of meaning (or join 'chunks' of meaning). Write simple, coherent narratives about personal experiences and those of others (real and fictional). Write about real events, recording these simply and clearly. Write for different purposes: Writing to entertain Writing to persuade Writing to inform</p>
Punctuation	<p>Separate words using (finger) spaces. Begin to start and end sentences using capital letters to start, use a full stop to end, or question mark / exclamation mark. Use a capital letter for 'I' and for everyday proper nouns.</p>	<p>Demarcate sentences with capital letters and full stops. Use commas to separate nouns in a list. Use sentences with different forms: statement, question, exclamation, command. Write sentences with one 'chunk' of meaning (or join 'chunks' of meaning). Use commas to separate nouns in a list. Use capital letters for a wider range of proper nouns. Use apostrophes to show missing letters. Use apostrophes to show singular possession in nouns.</p>
Grammar	<p><b>Grammar and punctuation terminology</b> word sentence letter capital letter singular full stop punctuation question mark</p>	<p>Consistently use the correct tense: present and past (<i>mostly correctly</i>). Use some features of Standard English eg avoid double negatives, use of 'cos'. Use the progressive forms of verbs in the present and past tense. .</p>



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	exclamation mark	
<b>Year group writing end points</b>	<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>Consistently use capital letters and full stops.</li> <li>Consistently uses tripod grip to hold a pencil correctly.</li> <li>Use their taught GPCs to write words in ways which match their spoken sounds.</li> <li>Mostly form lower- and upper-case letters correctly including digits.</li> <li>pell Year 1 common exception words linked to FFT including days of the week.</li> <li>Write from memory simple sentences dictated by the teacher.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Orally rehearse a sentence before writing.</li> <li>Use the joining word 'and'.</li> <li>Use capital letters for proper nouns.</li> <li>Sequence sentences to form short narratives.</li> </ul>	<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>Spell many common exception words correctly.</li> <li>Spell many GPCs correctly.</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>Consistently form lower- and upper-case letters including digits of the correct size, orientation and relationship to one another.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Writing for a range of purposes.</li> <li>Plan / orally rehearse what they are going to write about including using new vocabulary.</li> <li>Use exclamation marks, question marks, commas for lists and apostrophes for possession and contraction</li> <li>Use expanded noun phrases to describe and specify.</li> <li>Use co-ordination (e.g., or/ but) and some subordination (e.g., when / if / that / because) to join clauses.</li> <li>Rereading to check their writing makes sense for errors in spelling.</li> </ul>
<b>Year 3</b>		<b>Year 4</b>
<b>Transcription</b>		
Spelling	See spelling progression document (appendix 1).	See spelling progression document (appendix 1).
Handwriting	Mostly use diagonal and horizontal strokes to join letters.	Produce legible joined handwriting
<b>Composition</b>	<ul style="list-style-type: none"> <li>Write for a range of purposes</li> <li>Write a narrative with a setting, characters and plot.</li> <li>Write non-narrative using simple organisational devices such as headings and sub-headings.</li> <li>Use paragraphs around a theme.</li> </ul>	<ul style="list-style-type: none"> <li>Write for a range of purposes</li> <li>Write a narrative with a setting, characters and plot.</li> <li>Write non-narrative using organisational devices such as headings, sub-headings to structure according to purpose and audience.</li> <li>use paragraphs or sections to organise and structure according to purpose and audience</li> </ul>
Planning, drafting and editing	<ul style="list-style-type: none"> <li>Plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary.</li> <li>make simple additions, revisions and proof-reading corrections to their own writing</li> </ul>	<ul style="list-style-type: none"> <li>Plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary.</li> <li>Proof-read to check for errors in spelling and punctuation.</li> <li>Read aloud what I've written with appropriate intonation, volume and tone.</li> <li>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the spelling and punctuation errors.</li> </ul>



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Vocabulary		
Sentence structure	<ul style="list-style-type: none"><li>• Use adverbs to show when, how or how often the verb is done</li><li>• Start to use fronted adverbials eg soon, then, next, stealthily.</li><li>• use a range of coordinating and subordinating conjunctions to form complex sentences</li><li>• begin to use pronouns and nouns to aid cohesion and avoid repetition</li><li>• Used expanded noun phrases to develop descriptions of settings and characters.</li><li>• Use prepositions to express place and time</li><li>• begin to use pronouns and nouns to aid cohesion and avoid repetition</li><li>• Compose and rehearse sentences using a wider range of structures (possibly including direct speech).</li></ul>	<ul style="list-style-type: none"><li>• Use effective expanded noun phrases to develop descriptions of settings and characters</li><li>• Use adverbs (how/when/where something has happened) to develop descriptions</li><li>• Consistently use a range of co-ordinating and subordinating conjunctions</li><li>• Consistently use correctly punctuated fronted adverbials to add detail.</li><li>• Use a wide range of prepositional phrases to expand noun phrases and add detail</li><li>• Compose and rehearse sentences using a wider range of structures (possibly including direct speech)</li><li>• Consistently use pronouns and nouns to aid cohesion and avoid repetition.</li></ul>
Punctuation	<ul style="list-style-type: none"><li>• Use apostrophes for contraction and possession</li><li>• Use inverted commas to punctuate speech</li></ul>	<ul style="list-style-type: none"><li>• Use apostrophes to mark regular and irregular plural possession</li><li>• Use commas to separate clauses within a sentence</li><li>• Consistently use inverted commas to punctate passages of speech and ensure a range of reporting clauses are used and punctuated.</li><li>• use commas after fronted adverbials</li></ul>
Grammar	<ul style="list-style-type: none"><li>• Use 'a' / 'an' correctly.</li><li>• use correct tense consistently</li></ul>	<ul style="list-style-type: none"><li>• Maintain Standard English forms correctly, e.g. I was (not I were), should have (not should of)</li></ul>
<b>Year group writing end points</b>	<b>Transcription</b> <ul style="list-style-type: none"><li>• Mostly use diagonal and horizontal strokes to join letters.</li><li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li><li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls',</li></ul>	<b>Transcription</b> <ul style="list-style-type: none"><li>• Use the diagonal and horizontal strokes needed to join letters.</li><li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li><li>• Spell many common exception words correctly.</li><li>• Write from memory complex sentences, dictated by the teacher, that include words and punctuation taught so far.</li><li>• <b>Composition</b></li></ul>



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	<p>boys'] and in words with irregular plurals [for example, children's</p> <ul style="list-style-type: none"> <li>• Spell many common exception words correctly including further homophones.</li> <li>• <b>Composition</b></li> <li>• Compose and rehearse sentences orally which progressively build a varied and rich vocabulary.</li> <li>• Use paragraphs to organise writing around a theme.</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Use simple organisational devices for example subheadings.</li> <li>• Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• Read aloud their own writing, to a group or the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally (including dialogue) and progressively build a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Use direct speech correctly and punctuate reporting clauses correctly.</li> <li>• Use fronted adverbials</li> <li>• Using prepositional phrases and adverbs to add detail</li> <li>• Use a range of subordinating and coordinating conjunctions in different places within a sentence.</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the spelling and punctuation errors.</li> </ul>
<b>Year 5</b>		<b>Year 6</b>
<b>Transcription</b>		
Spelling	See spelling progression document (appendix 1).	See spelling progression document (appendix 1).
Handwriting	Consistently produce legible joined handwriting	Maintain legible and high quality joined handwriting when writing at speed
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences</li> <li>• Vary sentence length depending on the purpose</li> <li>• In non-narrative writing, use devices to structure the writing and support the reader (e.g., headings, sub-headings, bullet points)</li> <li>• use a range of devices to build cohesion (e.g., conjunctions, adverbials of time) across paragraphs</li> <li>• Can select the appropriate form and use other similar writing as a model, using appropriate features and sentence structure, considering the writer's viewpoint, considering another author's work.</li> </ul>	<ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</li> <li>• Select the appropriate form and use other similar writing as a model, using appropriate features and sentence structure, considering the writer's viewpoint, considering another author's work.</li> <li>• Plan and develop ideas, using reading / research where necessary.</li> <li>• Organise my writing into paragraphs / sections to show changes in time, place and events or to shape a non-fiction text.</li> <li>• Present text appropriately e.g. (sub-) headings, bullets, underlining, columns, tables.</li> </ul>



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	<ul style="list-style-type: none"> <li>Plan and develop ideas, using reading / research where necessary.</li> <li>Organise my writing into paragraphs / sections to show changes in time, place and events</li> <li>Build cohesion in writing between paragraphs by using adverbials / connectives between sentences.</li> <li>Begin to create atmosphere, and integrate dialogue to convey character and advance the action</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs )</li> <li>Create atmosphere, and integrate dialogue to convey character and advance the action</li> </ul>
Planning, drafting and editing	<ul style="list-style-type: none"> <li>Assess and edit to improve my writing or another's (vocabulary, grammar, punctuation), to enhance effects and clarify meaning.</li> <li>Proof-read: spelling and punctuation; correct tense throughout; subject – verb agreement.</li> </ul>	<ul style="list-style-type: none"> <li>Assess and edit to improve my writing or another's and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul>
Vocabulary		
Sentence structure	<ul style="list-style-type: none"> <li>Vary the position of subordinating clauses so they come at the middle, beginning or end of the sentence.</li> <li>use effective prepositional phrases to add detail, qualification and precision</li> <li>use effective expanded noun phrases to add detail, qualification and precision,</li> <li>use relative clauses (who, whose, whom, which or that)</li> <li>use modal verbs to suggest degrees of possibility</li> <li>Use adverbs to add detail, qualification and precision</li> <li>Use verb tenses mostly consistently and correctly throughout writing</li> </ul>	<ul style="list-style-type: none"> <li>Start sentences in different ways, using openers and other ways.</li> <li>Use commas to mark phrases and clauses.</li> <li>Use relative clauses with 'which', 'who', 'where', 'when', 'that', 'whose', possibly with an implied (ie omitted) relative pronoun.</li> <li>use a larger range of sophisticated subordinating conjunctions e.g., although, nevertheless, despite, contrary to, as well as.</li> <li>Use relative and embedded clauses to engage the reader</li> <li>Use purposeful and effective expanded noun phrases to engage the reader and choose appropriate vocabulary that creates a consistent picture</li> <li>Continue to use purposeful prepositions effectively</li> </ul>



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Punctuation	<ul style="list-style-type: none"> <li>• Use dashes, commas and brackets to punctuate parenthesis.</li> <li>• Use commas to mark phrases and clauses.</li> <li>• Use a semi-colon within lists.</li> <li>• Consistently use apostrophes for contraction and possession,</li> <li>• use commas for clarity mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Use the range of punctuation taught at KS2 mostly correctly:</li> <li>• Use a colon to introduce a list.</li> <li>• Beginning to use dashes to mark boundaries between independent clauses.</li> <li>• Use semi-colons to separate clauses.</li> <li>• Know that ellipses shows a break in writing or to create tension</li> <li>• Consistently use semi colons to replace coordinating conjunctions and connect to clauses.</li> <li>• Use commas for clarity and to avoid ambiguity</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Maintain Standard English forms correctly, e.g. I was (not I were), should have (not should of)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing</li> <li>• Distinguish language of speech (e.g. colloquial) and writing (Standard English), using formal and informal speech and structures appropriately</li> <li>• Use hyphenated words to create compound adjectives</li> <li>• Write using the passive voice</li> </ul>
<b>Year group writing end points</b>	<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>• Spell many common exception words correctly.</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Consistently produce legible joined handwriting.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Use further organisational and presentational devices to structure texts and to guide the reader.</li> <li>• Use relative clauses effectively.</li> <li>• Vary the position of subordinating clauses so they come at the middle, beginning or end of the sentence.</li> <li>• Use modal verbs to suggest degrees of possibility.</li> <li>• Use a larger range of sophisticated subordinating conjunctions.</li> <li>• Use colons to start a list.</li> <li>• Use punctuation for parenthesis (brackets, commas and dashes).</li> </ul>	<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>• Spell many common exception words correctly (including words with 'silent' letters)</li> <li>• Use a thesaurus.</li> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Maintain legible and high quality joined handwriting when writing at speed.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of the writing, selecting the appropriate form.</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs</li> <li>• Create atmosphere, and integrate dialogue to convey character and advance the action</li> <li>• Accurately use semi colons and colons to mark boundaries between independent clauses</li> <li>• Punctuate using bullet points.</li> <li>• Use hyphens to avoid ambiguity.</li> </ul>



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	<ul style="list-style-type: none"><li>• Proofread for spelling, tense and punctuation errors</li><li>• Assesses the effectiveness of their own and others' writing.</li></ul>	<ul style="list-style-type: none"><li>• Write using the passive voice to affect the presentation of information in a sentence</li><li>• Edit work through changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li><li>• Perform compositions, using appropriate intonation, volume, and movement.</li></ul>
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