

Progression in Writing and Assessment Y1-6 Summer 2024 revised documentation.

This **writing tool** enables all teachers to see how the skills of writing are built on year by year and how different skill sets are developed within and across the year.

Narrative writing is developed progressively each half term. Within a year, this clearly identifies a building of skills. The transformation, allows us to see Greater depth learners performing more adeptly across the year, rather than just at the end of the year.

Non-fiction writing is clearly mapped to enable children to hone their skills in a cyclical manner, building on skills within a year and from year to year. Non-fiction writing may be linked to foundation subject learning; this opportunity enables children to have secure understanding of the subject specific vocabulary and knowledge and therefore concentrate on the writing skills and organisation of text. Non-fiction writing may also come from quality fiction that is being shared with the children too. Exploiting opportunities this way enable our learners to be fully immersed in the subject knowledge from the text and, again, be able to concentrate on writing skills and text structure and organisation.

Additional writing opportunities support our drive for children to become authors, poets, bloggers, playwrights, journalists, advertisers, lyricists and broadcasters etc

Our intention is that all children 'know how' to write and are equipped with the basic skills to do just that and be understood by others, but also that they 'want' to write to share their thoughts, knowledge, ideas, adventures and wonderings; Excellence, Inspiration and Partnership.

The **Assessment tool** is a 'talking tool'. A support for a teacher to enable an accurate teacher assessment judgement to be made, using all the pupil's writing, not just longer pieces, to make a decision about where a child is on their journey to reaching an Age Related Standard. The tool should be used for a teacher to make an independent informed judgement and also for teams of staff to discuss to compare writing across a cohort and make decisions ranking pupils. Assessment is so much more than making a judgement of attainment; our tool and reflections using it should enable a teacher to plan for 'what next' to ensure a child makes 'rapid and appropriate' progress.

Assessment is not always 'linear' for our pupils. Their individual journey to ARE or GDS may not always be evenly paced. To this end the assessment 'gradings' are not steps to be 'gone through'. This is real assessment of real pupils, what can you see they have done, what have you heard them able to do, what have you observed them doing? 'Gradings' will then be assigned in an informed manner.

A typical journey to EXS would be T(x), T+, EXS. An atypical journey to EXS may be T, T+, EXS or T+, T+, EXS.

A typical journey to GDS would be T+, EXS, GDS. An atypical journey to GDS may be T+, T+, GDS or T(x), T+, GDS.

Our pupils are all different, as is the support and challenge and are the adaptations and scaffolds that we should see evident in their evidence.

| Year 1 | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Tenses Past and present tense are consistent. | | | | | |
| Funny Bones, Allan Ahlberg Narrative 1 Sequence a simple story with predictable phrases and some simple sentences eg. repetition of key phrases – “huff and puff and blow your house down”, “We’re going on a bear hunt...”. Focus on creation of sentence. Transform for GDS Add additional detail joining sentences using ‘and’ | The Smartest Giant In Town, Julia Donaldson Narrative 2 Tell a three part traditional tale with basic ideas sequenced and traditional story language adopted Transform for GDS Add additional setting description. | Arlo, Catherine Rayner Narrative 3 Plan and tell a basic 3- part story about a central character eg A Giant Transform for GDS Focus on creating a character description | Paddington, Michale Bond Narrative 4 Retell a familiar story in 3 parts. Include accurate sentence punctuation. Transform for GDS Write own version of the story using a different character | The Owl Who Was Afraid Of The Dark, Jill Tonlinson Narrative 5 Write a complete section of a story in three parts based on their own experiences or linked to a text. Include accurate sentence punctuation. Transform for GDS Adjust the beginning, middle or ending of the story to be their own version | The Barnabus Project, The Fan Brothers Narrative 6 Write a story which includes strong characterisation eg. good or bad character. Include accurate sentence punctuation. Transform for GDS Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives |
| PAG <ul style="list-style-type: none"> Capital letters for pronouns and I Finger spaces Full stops Simple coordinating conjunction ‘and’ for joining to simple sentences Present tense I am, he is, they are, we are Suffix ‘- ing’ eg walking, climbing, sitting | PAG <ul style="list-style-type: none"> Past tense verbs suffix -ed and irregular ‘went’ ‘gone’ ‘saw’ Capitalisation of pronouns Question mark Adjective noun expansion ‘naughty, little brother’, ‘long, curly hair’ | PAG <ul style="list-style-type: none"> Extend a sentence adding ‘because’ as a subordinating conjunction before an independent clause Exclamation marks Varying sentence openers using subject pronouns such as he, they, she/ nouns eg The lady, The Giant and Pronouns eg Alfie Expanded noun phrases ‘bright, smiling girl’, ‘dark, creepy castle’, ‘high, wobbly ladder’ | PAG <ul style="list-style-type: none"> Distinguish between a sentence, command and an exclamation Varying sentence openers to include simple time adverbials Sentence labelling subject and verb Plural -s -es Capital letters for names of places | PAG <ul style="list-style-type: none"> Suffix -er, and ‘more’ to compare Prefix ‘un’ changing the meaning of verbs negatively eg untie, undo, unlock, unpack, unzip Commas in a list Adverbs to describe a verb | PAG <ul style="list-style-type: none"> Suffix -est, and ‘most’ to compare Prefix ‘un’ changing the meaning of adjectives negatively eg unkind, unwell, unsafe, unhealthy Adverbs to describe a verb |
| Recount 1 Write sentences to match pictures, or sequences of pictures, illustrating an event. Transform for GDS Structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction ‘and’. | Instructions 1-revisited Write simple instructions about something they know well including imperative verbs, precise language and commands. Transform for GDS Structure instructions formally, expand by including a list of equipment, | Report 1 Describe something or someone with consistent use of tense (past or present depending on the report). Transform for GDS Expand sentences with conjunction ‘and’ use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement | Recount 2 Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense. Transform for GDS Expand by using simple descriptive language to add detail | Instructions 2 Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation. Transform for GDS Expand by including more instructional features eg. a list of equipment numbered lists. Sentence structure to include commas in a list. | Report 2 Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject. Transform for GDS Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning. |
| PAG <ul style="list-style-type: none"> Capital letters for pronouns and I Finger spaces Full stops Simple coordinating conjunction ‘and’ for joining to simple sentences Past tense I was, he walked, they shopped, we looked Suffix ‘-ed’ eg walked, climbed | PAG <ul style="list-style-type: none"> Capital letters for pronouns and I Finger spaces Full stops Simple coordinating conjunction ‘and’ for joining to simple sentences Present tense I am, he is, they are, we are Imperative verbs ‘Put’ ‘Carry’ ‘Pour’ Numbered bullets | PAG <ul style="list-style-type: none"> Extend a sentence adding ‘because’ as a subordinating conjunction before an independent clause to add justification Varying sentence openers using subject pronouns such as he, they, she/ nouns eg The lady, Our teacher and Pronouns eg Alfie Expanded noun phrases ‘kind, friendly giant’ ‘thick, gooey juice’ | PAG <ul style="list-style-type: none"> Capital letters for pronouns and I Finger spaces Full stops Simple coordinating conjunction ‘and’ for joining to simple sentences First person Past tense I was, Suffix ‘-ed’ eg walked, climbed Expanded noun phrases ‘kind, friendly giant’ ‘thick, gooey juice’ | PAG <ul style="list-style-type: none"> Capital letters for pronouns and I Finger spaces Full stops Simple coordinating conjunction ‘and’ for joining to simple sentences Extend a sentence adding ‘because’ as a subordinating conjunction before an independent clause to add justification Imperative verbs ‘Put’ ‘Carry’ ‘Pour’ Bullets Commas in a list for equipment Expanded noun phrases ‘heavy, metal pan’ Adverbs to describe a verb | PAG <ul style="list-style-type: none"> Heading/subheading Paragraph- simple groups of sentences all about the same thing Coordinating conjunction ‘and’ Subordinating conjunction ‘because’ Clauses |
| If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x) <ul style="list-style-type: none"> Use predictable and repeated phrases in own writing drawn from reading and role-play Use traditional story language Describe a character using simple adjectives Write sentences to match pictures, or sequences of pictures, illustrating an event Write simple instructions in order with some imperative verbs Write sentences sometimes demarcated accurately with full stops Begin to separate words with spaces Begin to use capital letters for the beginning of sentences and for names Use their Set 1, 2 & 3 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible. | | If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T + <ul style="list-style-type: none"> Use story telling language Structure story into three parts Describe a setting, something or someone with some appropriate adjectives Write in first person using capital letter for “I” Write sentences mostly demarcated by full stops and capital letters Experiment with exclamation marks and question marks Write in sequence using words to signal time e.g. first, next, then, after Maintain past tense Spell most common exception words taught so far | | If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS <ul style="list-style-type: none"> Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense. Structure writing using some features of the given form Write instructions with some expansion about something they know well including imperative verbs. Assemble information about a topic, describing different aspects of the subject. Use the conjunction “and” Use descriptive language with some use of comparative and superlative adjectives Spell words containing each of the 40+ phonemes taught Use simple past and present verbs mostly accurately | |

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| <ul style="list-style-type: none"> • Makes phonetically plausible attempts to spell words that have not been learnt • Form many lower case letters in the correct direction, starting and finishing in the right place <p>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+</p> <ul style="list-style-type: none"> • Independently structure writing by ordering sequence of events with use of words like first, next, after, when. • Join clauses by using the conjunction 'and'. • Make careful choices of adjectives. • Distinguish between a statement and a command • Expand by including more instructional features e.g. numbered points | <ul style="list-style-type: none"> • Form most lower case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another in some of their writing <p>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be an EXS</p> <ul style="list-style-type: none"> • Independently choose to expand ideas and sentences using "and" • Independently choose to add detail using a variety of adjectives • Independently choose to use and apply vocabulary gathered from reading. • Consider the reader when making vocabulary choices • Read own writing to check it makes sense • Make simple edits and corrections to own writing after discussion with the teacher | <ul style="list-style-type: none"> • Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences • Use spaces between words • Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits • Use features of standard English <p>If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD</p> <ul style="list-style-type: none"> • Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories • Always think about reader as they write, making precise choices • Choose to expand ideas with simple conjunctions and descriptive language • Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately • Add the suffixes -ing, -ed, -er to spell many words correctly • Evaluate the impact of writing on the reader • Articulate own success criteria |
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| Year 2 | | | | | |
|---|---|---|---|--|--|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Tenses Past Simple Present Simple | | | | | |
| The Building Boy – Ros Montgomery and David Litchfield Narrative 1 Retell a 3 part story that has a key central character. Transform for GDS Change character to opposite of first draft with a focus on opposite, comparative and superlative adjective | Featherlight – Peter Bunzl Narrative 2 Retell a story –with repeated events using the rule of three. Transform for GDS Make the three events contrast by using adjectives and careful choice of expanded noun phrases. | Giant’s Necklace – Michael Morpugo Narrative 3 Plan and tell a 3 part story with a focus on expanded noun phrases to provide detail and specification. Transform for GDS Revise the way the nouns are expanded eg. Adjectives after the noun, before the noun and use of additional information | George and the Dragon – Christopher Wormell Narrative 4 Plan and tell a story in four parts with clear use of subordination and co- ordination. Transform for GDS Expand on the main event with a focus on use of verbs and adverb | The Day The Ocean Went Away – Sam Haynes Narrative 5 To plan and write a familiar story with a range of sentence types Transform for GDS Retell the familiar story with consideration to characterisation and focus on what a character might say and how they would say it. | The Tear Thief – Carol Ann Duffy Narrative 6 To plan and write your own story, innovating imitating, showing the use of a range of sentence types and language to add detail. Transform for GDS Expand on the language by introducing simple figurative language and more adventurous vocabulary. |
| PAG <ul style="list-style-type: none"> Command and Statement revisited Question marks purpose and use Nouns - common and proper including capitalisation Adjectives for purpose of adding simple detail Noun phrases and simple expanded noun phrases Commas in a list eg things that have been eaten or collected along a journey Subordination 'because' to extend a sentence and give a reason | | PAG <ul style="list-style-type: none"> Contracted apostrophes eg don't, won't, I'll, I'm, you'll Coordination - joining two simple sentences together Expanded noun phrases for improved detail Verb understanding of what it is and how a sentence has to have one including the verb 'to be' - am, are, is, was, were Suffix –ed past simple tense of some verbs, -ing present simple tense of some verbs (double letter rule for short vowel sounds) Plural revisit -s -es -ies (rules) | | PAG <ul style="list-style-type: none"> Adverbs to expand verbs (suffix ending -ly, -ness, -ment, -ful) Possessive apostrophes for belonging | |
| Recount 1 Write a simple first person recount maintaining past tense and consistent use of first person. Transform for GDS Write same recount as a third person recount. | Non-chronological report 1 Group and assemble information into a short non chronological report. Transform for GDS Expand on the information using subordination, coordination, expanded noun phrases to describe and specify | Instructions 1 Write instructions with some expansion, including imperative verbs, commands and negatives commands. Transform for GDS Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail. | Non-chronological report 2 Use the language and structural features in a specific form eg. leaflet. Transform for GDS Change the form of the report from a given leaflet to a page in a non-fiction book or letter to inform. | Recount 2 Write a narrative recount in role. Transform for GDS Write an adjusted form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change | Persuasion Write a simple persuasive piece Transform for GDS Change a simple persuasive piece into a persuasive letter |
| PAG <ul style="list-style-type: none"> Adverbials for time Commas in a list | PAG <ul style="list-style-type: none"> Exclamation marks | PAG <ul style="list-style-type: none"> Adverbials for time Commands Adverbs to expand verbs (ly) | PAG <ul style="list-style-type: none"> Comparative and superlatives | PAG <ul style="list-style-type: none"> Coordination and subordination | PAG <ul style="list-style-type: none"> Exclamation sentences |
| If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x) <ul style="list-style-type: none"> Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language Use information from research to group and assemble information into a short non-chronological report. Write about a real event, recording it simply and clearly Demarcate sentences with capital letters and full stops. Understand how to write in the past tense Write in the first and third person Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but) Form lower-case letters in the correct direction, starting and finishing in the right place Form lower-case letters of the correct size relative to one another in some of their writing Use their Set 1, 2 & 3 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible. Use their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly Spell most common exception words taught so far If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+ <ul style="list-style-type: none"> Expand information using some subordination AND co-ordination Use some expanded noun phrases to describe and specify Use a wider range of adjectives e.g. superlative and comparative adjectives Structure own writing deciding on what goes in each part | | If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T + <ul style="list-style-type: none"> Write simple, coherent narratives in four parts Write about a real experience structured appropriately Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands Expand noun phrases to describe and specify Demarcate many sentences with capital letters and full stops, and use question marks correctly when required Use capital "I" for personal pronouns Use a wider range of subordination (e.g. when/if/that/because) to join clauses Form lower-case letters of the correct size relative to one another in most of their writing Use spacing between words that reflects the sizes of the letters Spell common exception words covered so far If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS <ul style="list-style-type: none"> Write effectively and coherently to recount, instruct and entertain Decide on the structure of writing based on its form. Know what features to change when changing the form of writing. Identify where words are spelt incorrectly Edit own writing with simple corrections Add suffixes to spell some words correctly Experiment with cursive writing Understand 1st person and 3rd person writing Experiment with a range of ways of expanding nouns Experiment with adverbs | | If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS <ul style="list-style-type: none"> Write simple, coherent narratives in four parts Write about real events, recording these simply and clearly Write a simple persuasive piece Demarcate most sentences with capital letters and full stops, and use question marks correctly when required Use past tense mostly correctly and consistently Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters Spell many common exception words Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD <ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Experiment with simple figurative language Make simple additions, revisions and proof-reading corrections to their own writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)* Use the diagonal and horizontal strokes needed to join some letters Independently choose to use features of different forms of writing showing awareness of audience and form. | |



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| Year 3 | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Tenses Past Simple Present Simple Past Progressive(was, were) Present Progressive (is) Past Perfect (had) Present Perfect (have/has) | | | | | |
| The Stolen Spear, Saviour Pirotta Narrative 1 To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Transform for GDS Change into a first person story. | Wild Robot, Peter Brown Narrative 2 To write a story, in the first person, with a definite ending. Transform for GDS Provide an ending to pupils and they write a narrative to lead to it | The Queen Of Darkness, Tony Bradman Narrative 3 Re-tell or write their own story with a clear atmosphere Some basic dialogue included. Transform for GDS Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader | The Lost Whale, Hannah Gold Narrative 4 To write a story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters Transform for GDS Write a story where the strong dilemma is in a different genre eg first person recount/diary/letter/blog | The Firework Maker's Daughter, Philip Pullman Narrative 5 Write a story that has a problem and a resolution, where the action is moved forward through character dialogue Transform for GDS Begin your narrative with a different genre to set the scene eg a postcard, a holiday brochure | The Explorer – Katherine Rundell Narrative 6 Write a story where dialogue is the drive to move the action of the story on. Transform for GDS Write a narrative that includes dialogue in the traditional form but also insert a different genre that exemplifies dialogue eg an interview, a phone conversation, an email etc |
| PAG <ul style="list-style-type: none"> Paragraphs to keep ideas together Clauses- main clause recognition and accuracy Determiners -a- and -an- and -the- being able to label and identify Word classes reinforced, able to select from a sentence which word class a word is Nouns and pronouns for clarity used well and distinguished Expanded noun phrases used for effect on the reader and varied Possessive apostrophes revisited Coordinating conjunctions to join two sentences together- For, And, Nor, But, Or, Yet and So Direct Speech- Punctuate speech accurately with inverted commas, commas and capitalisation | | PAG <ul style="list-style-type: none"> Paragraphs to maintain cohesion within a paragraph and distinguish ideas across a text Fronted adverbials punctuated with commas to enhance description, time or place Adverbs – Time, Reason, Manner and Place Subordinating conjunctions when, if, because, although used to expand sentences Subordinating clauses identified and composed using punctuation to demarcate Dialogue punctuated and used to attempt to advance character and action Word classes reinforced, able to select from a sentence which word class a word is | | PAG <ul style="list-style-type: none"> Paragraphs for cohesion used to effect Fronted adverbials with commas used for effect Adverbs – Time, Reason, Manner and Place used effectively Subordinating conjunctions when, if, because, although used to expand sentences Subordinating clauses recognised and used and punctuation used to demarcate Dialogue to advance character and action punctuated used effectively Word classes reinforced, able to select from a sentence which word class a word is | |
| Recount 1 Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. Transform for GDS Write same event in a different form e.g., a letter or a diary, a telephone call, a brochure | Non-chronological report 1 Write an information piece with a clear audience Transform for GDS Change the formality of the non-chronological report | Explanation Write a series of extended sentences, organised appropriately for a specific form Transform for GDS Consider organisational devices eg diagrams/flow charts and vocabulary choices to support the explanation for the specific audience | Non-chronological report 2 Write a non- chronological report about a subject researched in a specific form e.g. leaflet/ brochure Transform for GDS In addition, present a section of the non-chronological report in a different form ie instructions, warning guide, video | Instructions Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience. Transform for GDS Adjust the instructions from an opposite view point eg How to wash a woolly mammoth v How to avoid being washed | Persuasion Present a persuasive point of view, beginning to link points together. Transform for GDS Change the viewpoint of the author, selecting vocabulary appropriately. |
| PAG <ul style="list-style-type: none"> Prepositions Paragraphs to keep ideas together | PAG <ul style="list-style-type: none"> Paragraphs to group themes and ideas to organise Headings and subheadings to organise writing | PAG <ul style="list-style-type: none"> Paragraphs | PAG <ul style="list-style-type: none"> Paragraphs Headings and subheadings to instruct the reader to separate parts of the writing for scanning readers | PAG <ul style="list-style-type: none"> Paragraphs | PAG <ul style="list-style-type: none"> Paragraphs |
| If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x) <ul style="list-style-type: none"> Write a four part story with strong ending. Maintain writing in the 1st person Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. Write a series of extended sentences to explain a process Show some awareness of different sentence openers including adverbs. With support begin to use paragraphs to organise ideas. Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far Use diagonal and horizontal strokes needed to join letters in some of their writing If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+ <ul style="list-style-type: none"> Independently choose and know what to adapt and include when changing the form of writing. Maintain writing in the 1st and 3rd person. Include additional features for the form and audience of the writing. Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections. | | If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T + <ul style="list-style-type: none"> Re-tell or write own story varying voice and intonation to create effects and sustain interest Some use of inverted commas to mark direct speech Write a formal information piece with a specific audience and specific form Organise paragraphs around a theme Use heading and sub-headings to aid presentation Begin to experiment with figurative language Use some words that capture the reader's interest, imagination and create a specific effect on the reader Use inverted commas to punctuate direct speech Capital letters, full stops, question marks and exclamation marks used mostly correctly. Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly Begin to use joined writing throughout independent writing If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS <ul style="list-style-type: none"> Use conventions of written dialogue to show the relationships between two characters and move the action forward. Apt use of vocabulary especially verbs Independently choose and know what to adapt and include when changing the form of writing. Inverted commas used mostly accurately Use the language of comparison and contrast in report writing Evaluate own writing against the purpose, text structure, audience. | | If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS <ul style="list-style-type: none"> Write a story that has a problem and a resolution and where dialogue is beginning to move the story on. Write increasingly complicated instructions with clear audience ensuring they can be easily followed. Use conventions of written dialogue to show the relationships between two characters and move the action forward. Present a persuasive point of view in the form of a letter Plan with a clear purpose, audience and form Express time, place and cause using conjunctions Independently organise paragraphs around a theme Use expanded noun phrases to add detail and precision to writing Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors. Use inverted commas to punctuate direct speech Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly Use joined writing throughout independent writing Proof-read for spelling and punctuation errors, making corrections and revisions to own writing. If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD <ul style="list-style-type: none"> Explore a range of organisation devices depending on the form Select precise vocabulary based on the audience and style of writing Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing | |



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| | | <ul style="list-style-type: none">• Use a wide range of co-ordinating and subordinating conjunctions with and across sentences. |
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| Year 4 | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Tenses Past Simple Present Simple Past Progressive(was, were) Present Progressive (is) Past Perfect (had) Present Perfect (have/has) | | | | | |
| 1000 year old boy, Ross Welford Narrative 1 To plan and write their own retell of a story with a focus on varied and rich vocabulary and a range of sentence structures. Transform for GDS Add character descriptions designed to provoke sympathy or dislike in the reader | The Boy at the Back of Class – Onjali Q Rauf Narrative 2 Plan and write a section of a story building on a starter that everyone is given/ modelled Transform for GDS Insert an alternative genre to focus on the conflict stage. | Tyger, SF Said Narrative 3 Plan and write a complete story Transform for GDS Experiment with using different organisational devices to attempt to link paragraphs together to aid cohesion | The Last Bear, Hannah Gold Narrative 4 Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere. Transform for GDS Transform the narrative through a contrast in atmosphere, varying the vocabulary to support it | Rooftoppers, Katherine Rundell Narrative 5 Write in role as a character from a story. Transform for GDS Change the narrative voice or write from two perspectives. | When Life Gives You Mangoes, Kereen Getten Narrative 6 Plan and write a story with a strong central character using "show not tell" techniques to provide information to the reader about that character. Transform for GDS Choose how to present their story or a section of a story |
| PAG <ul style="list-style-type: none"> Prepositional phrases identified beyond positional preposition (Starts with a preposition and ends with a noun) eg 'The girl with the long hair', the preposition is 'with' the prepositional phrase is 'with the long hair'. The book is on the table, the preposition is 'on' the prepositional phrase is 'on the table' Link the nouns to determiners eg possessive determiners, identify in a sentence Definite and indefinite articles (the/an) The book with spells in or a book Commas after fronted adverbials used effectively Commas to mark clauses within sentences Apostrophes to mark singular and plural Dialogue punctuated accurately to advance action and character Consistent use of person across a piece of writing or a deliberate shift Cohesion between paragraphs eg through use of punctuation/ conjunctions Correct use of nouns and pronouns to avoid ambiguity and repetition and engage the reader, being able to label when in a sentence | | PAG <ul style="list-style-type: none"> Prepositional phrases identified in sentences and written Link the nouns to determiners eg possessive determiners use consistently and identify Definite and indefinite articles used for effect Correct use of nouns and pronouns to avoid ambiguity and repetition Commas after fronted adverbials used consistently Commas to mark clauses used for effect on the reader Apostrophes to mark singular and plural Dialogue punctuated accurately to advance action and character Consistent use of person Cohesion between paragraphs eg punctuation/ conjunctions | | PAG <ul style="list-style-type: none"> Prepositional phrases Link the nouns to determiners eg possessive determiners Definite and indefinite articles Commas after fronted adverbials Commas to mark clauses Apostrophes to mark singular, plural and contraction Dialogue punctuated accurately to advance action and character Consistent use of person Cohesion between paragraphs eg punctuation/ conjunctions Correct use of nouns and pronouns to avoid ambiguity and repetition | |
| Recount 1 Write a recount in the 1st person with a clear audience and form Transform for GDS Change the audience of the recount | Non-chronological report 1 Write a report with a clear audience and specific form. Transform for GDS Create a shift in formality through an insertion | Explanation Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience. Transform for GDS Write same explanation including deliberate shifts of formality, possibly through insertions | Persuasion Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices Transform for GDS Change the advert into a different form eg. poster to TV advert changing organisational devices, use of vocabulary and linguistic devices. | Recount 2 Write a recount in the form of a news report. Use direct quotes, linking paragraphs together appropriately. Transform for GDS Same recount in a different form and style eg. Recount events as a diary. | Non-chronological report 2 Write a comparative report based on their own notes (from text sources) taken from several sources. Transform for GDS Turn the report into a clear form with a different audience eg. fact file, webpage, entry into non-fiction book. |
| PAG <ul style="list-style-type: none"> Prepositional phrases Consistent use of person Cohesion between paragraphs eg punctuation/ conjunctions Correct use of nouns and pronouns to avoid ambiguity and repetition | PAG <ul style="list-style-type: none"> Link the nouns to determiners eg quantifiers several, enough Correct use of nouns and pronouns to avoid ambiguity and repetition | PAG <ul style="list-style-type: none"> Link the nouns to determiners eg quantifiers Cohesion between paragraphs eg punctuation/ conjunctions Correct use of nouns and pronouns to avoid ambiguity and repetition | PAG <ul style="list-style-type: none"> Link the nouns to determiners eg quantifiers Cohesion between paragraphs eg punctuation/ conjunctions Correct use of nouns and pronouns to avoid ambiguity and repetition | PAG <ul style="list-style-type: none"> Prepositional phrases Consistent use of person Cohesion between paragraphs eg punctuation/ conjunctions Correct use of nouns and pronouns to avoid ambiguity and repetition | PAG <ul style="list-style-type: none"> Link the nouns to determiners eg quantifiers Correct use of nouns and pronouns to avoid ambiguity and repetition |
| If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x) <ul style="list-style-type: none"> Plan and write their own version of a familiar story with a focus on varied and rich vocabulary Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution. Write a recount in the 1st person with a clear audience and form In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words Organise into paragraphs around a theme and for different sections of a story. Include descriptive and expanded noun phrases to evoke setting and make it more vivid Use of varied and rich vocabulary drawn from reading Begin to use fronted adverbials Use inverted commas accurately to punctuate direct speech Begin to use sentences with more than one clause Spell some words from Year 3/4 correctly and spell words in contracted form correctly Consistently use joined writing If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+ | | If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T + <ul style="list-style-type: none"> Plan a complete story focussed on organisational devices Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere. Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience Write a report with a clear audience and specific form Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately Use present, past, progressive and perfect tense verb forms mostly accurately Use pronouns and nouns to aid cohesion and avoid repetition Confidently use fronted adverbials using a comma after the fronted adverbial Begin to use relative clauses Develop the use of sentences with more than one clause If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS | | If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS <ul style="list-style-type: none"> In narratives, write in role and describe settings and characters using "show not tell" techniques Write a recount in the form of a newspaper report. Write a comparative report based on their own notes taken from several sources. Use a range of devices to structure the writing and support the reader based on the form and purpose. Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) Use fronted adverbials including the correct use of a comma Develop the use of sentences with more than one clause by using a wider range of conjunctions Effectively use conjunctions, adverbs and prepositions to express time, cause and place Spell correctly most words from the year 3/4 spelling list Use joined-up writing throughout all independent writing Make simple additions, revisions and proof-reading corrections to their own writing If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD | |

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| <ul style="list-style-type: none"> • Use character descriptions designed to provoke sympathy or dislike in the reader • Extend the range of sentences with more than one clause by using a wider range of conjunctions. • Use sentence type and length to create tension and impact on the reader. • Adapt or maintain writing in the 1st and 3rd person. • Select form of writing and make vocabulary and grammar choice based on audience. | <ul style="list-style-type: none"> • Write effectively for the purpose and audience, selecting language that shows good awareness of the reader • Independently choose to use a range of organisational and cohesive devices to help structure texts • Use a range of conjunctions to support cohesion within writing • Adapt style of writing based on a change to audience and form. • Select own success criteria • Explore and manage the shifts between past and present tense appropriately within information texts. • Use a range of descriptive techniques to manage changes in mood and atmosphere. | <ul style="list-style-type: none"> • Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form. • Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood. • Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation • Consistently use a range of conjunctions to support cohesion • Use a range of precise vocabulary • Consistently produce legible joined handwriting • Evaluate and re-draft own writing, proposing changes to grammar and vocabulary |
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| Year 5 | | | | | |
|---|--|---|---|--|--|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Tenses Past Simple Present Simple Past Progressive(was, were) Present Progressive (is) Past Perfect (had) Present Perfect (have/has) | | | | | |
| The Odyssey, Geraldine McCaughrean Narrative 1 Write a story using language to evoke mood and atmosphere and develop characterisation. Transform for GDS Shift the atmosphere of the story in a section of the story | A Christmas Carol, Charles Dickens Narrative 2 Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense. Transform for GDS Write the same story but allowing pupils to share how they tell the story | Diver's Daughter, Patrice Lawrence Narrative 3 Write the next part of the story/ chapter Transform for GDS Write a prologue to tell the story | Street Child – Berlie Doherty Narrative 4 Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character. Transform for GDS Change the story to show parallel narrators where events are portrayed simultaneously. | The Night Bus Hero, Onjali Q Rauf Narrative 5 Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts. Transform for GDS Use the non-linear structure to show changes in atmosphere and mood. | The Boy In The Tower, Polly Ho-Yen Narrative 6 Plan and write a story with a clear cohesive narrative voice. Use dialogue to build character and move the action forward. Transform for GDS Choose how to represent their story and potentially insert an alternative narrative voice |
| PAG <ul style="list-style-type: none"> Embedded clauses recognised, labelled and punctuated Semicolons, dashes and colons recognised, used to demarcate independent clauses Relative clauses identified along with relative pronouns, used and punctuated Use of tense agreement consistently used Cohesion between paragraphs- enhanced by adverbial links Pronouns to avoid repetition used and adjusted in texts Direct and reported speech Linking nouns to determiners eg Interrogative, (which, what and whose) demonstrative (this, those, these and that) Converting nouns and adjectives into verbs eg The table is set. I want to table this at the meeting. Eg motive can become motivate, light can become lighten. Word class reinforced and recognised in sentences they write | | PAG <ul style="list-style-type: none"> Active and passive verb recognition and use Parenthesis – brackets, dashes, commas used in sentences, recognised in sentences and labelled Embedded clauses spotted and punctuated using commas Semicolons, dashes and colons to demarcate independent clauses identified, used and included in writing Relative clauses and relative pronouns used effectively Use of tense agreement consistently practised Cohesion between paragraphs- adverbials used as a strategy to link Pronouns to avoid repetition Direct and reported speech Linking nouns to determiners eg Interrogative, (which, what and whose) demonstrative (this, those, these and that) Converting nouns and adjectives into verbs Word class reinforced and recognised in sentences they write | | PAG <ul style="list-style-type: none"> Parenthesis – brackets, dashes, commas used in sentences, recognised in sentences and labelled Embedded clauses labelled and used Semicolons, dashes and colons to demarcate independent clauses Relative clauses and relative pronouns used effectively Use of tense agreement accurately used Cohesion between paragraphs- adverbial links Pronouns to avoid repetition Direct and reported speech Linking nouns to determiners eg Interrogative, (which, what and whose) demonstrative (this, those, these and that) Converting nouns and adjectives into verbs Word class | |
| Recount Write a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. Transform for GDS Write the same recount for two or three audiences, appealing to each one through managed shifts of formality. | Non-chronological Reports Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Transform for GDS Consider how another text type can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report | Persuasion Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject. Transform for GDS Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references. | Biography Write a biographical text Transform for GDS Present your biography as you see fit | Explanation Write an explanation text; focussing on clarity, conciseness and impersonal style. Transform for GDS Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences | Discussion Write a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion. Transform for GDS Combine the discussion text with another text type with a clear audience and form. |
| PAG <ul style="list-style-type: none"> Use of commas to avoid ambiguity Word class | | PAG <ul style="list-style-type: none"> Colons for lists Parenthesis – brackets, dashes, commas Use of commas to avoid ambiguity Word class Linking nouns to determiners eg Interrogative, (which, what and whose) demonstrative (this, those, these and that) | | PAG <ul style="list-style-type: none"> Active and passive Modals Colons for lists Use of commas to avoid ambiguity Word class | |
| PAG <ul style="list-style-type: none"> Parenthesis – brackets, dashes, commas Use of commas to avoid ambiguity Active and passive Word class Linking nouns to determiners eg Interrogative, (which, what and whose) demonstrative (this, those, these and that) | | PAG <ul style="list-style-type: none"> Parenthesis – brackets, dashes, commas Use of commas to avoid ambiguity Active and passive Word class Linking nouns to determiners eg Interrogative, (which, what and whose) demonstrative (this, those, these and that) | | PAG <ul style="list-style-type: none"> Active and passive Modals Colons for lists Use of commas to avoid ambiguity Word class Linking nouns to determiners eg Interrogative, (which, what and whose) demonstrative (this, those, these and that) | |
| If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x) <ul style="list-style-type: none"> Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style. Write a recount with a specific form and audience Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness Use literary devices such as repetition, alliteration, "rule of three". Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. Use dialogue to convey character and advance the action Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs | | If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T + <ul style="list-style-type: none"> Effectively use dialogue to convey character and advance the action. Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. Write a linear procedural text with a wide range of presentational and organisational devices Use a wide range of presentational and organisational features to structure texts specific to the form and audience. Begin to adapt writing based on a change in the audience. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs Use commas to clarify meaning and avoid ambiguity | | If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS <ul style="list-style-type: none"> In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism. Write with a non-linear structure. Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader Plan, compose, edit and refine an explanation text showing good awareness of the reader Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary Use dialogue to convey character and advance the action. Use preposition phrases and expanded noun phrases to add detail, qualification and precision | |

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| <ul style="list-style-type: none"> Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones <p>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+</p> <ul style="list-style-type: none"> Independently adapt language choices based on the audience and the intended impact on the reader. Write for more than one audience, managing changes in content, features and levels of formality. Embed one text-type within another, controlling the writing and maintain the overall purpose. Use a wide range of clause structures, sometimes varying their position within a sentence. | <ul style="list-style-type: none"> Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons. Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6 Consistently produce legible joined handwriting <p>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS</p> <ul style="list-style-type: none"> Develop writing into a parallel narrative telling same events from two points of view. Start to build cohesion within a paragraph e.g some use of pronouns, conjunctions and reference chains. Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing Independently enhance the effectiveness of writing through reading, evaluating and re-drafting Use the full range of punctuation taught correctly and appropriately Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading. | <ul style="list-style-type: none"> Build cohesion within and across a paragraph using a range of devices. Spell correctly many words from Yr5/6 Consistently produce legible joined writing <p>If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD</p> <ul style="list-style-type: none"> Choose to combine text-types to support overall effectiveness of the writing. Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices. Select precise vocabulary and grammatical structures Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader Use the full range of punctuation taught correctly and appropriately Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis. Develop own success criteria and makes choices on audience and form of writing. |
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| Year 6 | | | | | |
|---|--|--|---|--|---|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Tenses Past Simple Present Simple Past Progressive(was, were) Present Progressive (is) Past Perfect (had) Present Perfect (have/has) | | | | | |
| Holes – Louis Sachar Narrative 1 Flashback Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time. Transform for GDS Independently use a non-linear structure to show control of formality for different shifts of time | The Nowhere Emporium - Ross McKenzie Narrative 2 Write the next part of the story Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour Transform for GDS Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere. | Windrush Child – Benjamin Zephania Narrative 3 Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward. Transform for GDS From a given sentence starter write the narrative following, from a different characters perspective | Letters from the Lighthouse - Emma Carroll Narrative 4 Plan and write a story with two narrators to tell the story from different perspectives. Transform for GDS Independently change the formality of the two narrators so that they contrast. | The Girl Who Stole an Elephant - Nizrana Farook Narrative 5 Plan and write an extended narrative utilising description and figurative language to create atmosphere and characterisation. Transform for GDS Choose their own version of representation | The Final Year – Matt Goodfellow Narrative 6 ALL Edit and redraft your own stories to be as good as they can be to publish |
| PAG <ul style="list-style-type: none"> Hyphens inserted into sentences and understood /used in writing Subjunctive form recognised, and understood and used to elicit mood Colons to mark boundaries identified and inserted into sentences Semi colons to mark boundaries identified and inserted into sentences Ellipsis used for effect Word classes reinforcement Active and passive voice used to adjust formality. Manipulate sentences from and to Subject and object clarity of identification and manipulation according to tense | | PAG <ul style="list-style-type: none"> Hyphens inserted into sentences and understood /used in writing Subjunctive form recognised, and understood and used to elicit mood Colons to mark boundaries identified and inserted into sentences Semi colons to mark boundaries identified and inserted into sentences Ellipsis used for effect Word classes reinforcement Active and passive voice used to adjust formality. Manipulate sentences from and to Subject and object clarity of identification and manipulation according to tense | | PAG <ul style="list-style-type: none"> Hyphens inserted into sentences and understood /used in writing Subjunctive form recognised, and understood and used to elicit mood Colons to mark boundaries identified and inserted into sentences Semi colons to mark boundaries identified and inserted into sentences Ellipsis used for effect Word classes reinforcement Active and passive voice used to adjust formality. Manipulate sentences from and to Subject and object clarity of identification and manipulation according to tense | |
| Recount Journalistic writing Write a recount in a specific form with a clear audience ensuring formality is appropriate Transform for GDS Independently consider how formality will change when the audience or form is changed e.g recount same event as a formal news report | Non-chronological report Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required Transform for GDS Independently change the report to include managed shifts of formality, appealing to different/multiple audiences. | Persuasion Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. Transform for GDS Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features. | Discussion Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice. Transform for GDS Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality | Explanation Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader. Transform for GDS Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news | Non-fiction (choice) Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features. |
| PAG <ul style="list-style-type: none"> Active and passive Lay out devices | PAG <ul style="list-style-type: none"> Punctuating bullet points consistently Lay out devices | PAG <ul style="list-style-type: none"> Subjunctive form Lay out devices | PAG <ul style="list-style-type: none"> Subjunctive form Lay out devices | PAG <ul style="list-style-type: none"> Active and passive voice Hyphens Brackets Lay out devices | PAG <ul style="list-style-type: none"> Punctuating bullet points consistently Lay out devices |
| If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x) <ul style="list-style-type: none"> Integrate dialogue in narrative to convey character and advance the action Describe settings and characters building a distinct atmosphere Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. Write a recount in a specific form with a clear audience ensuring formality is appropriate Use layout devices, such as headings, sub-headings, bullets and tables to structure texts Write effectively for each purpose and selected audience, showing good awareness of the reader Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader Draw on their knowledge of etymology and morphology to support spelling Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+ <ul style="list-style-type: none"> Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing Consciously control the structure of sentences Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately | | If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T + <ul style="list-style-type: none"> In narratives, describe settings, character and atmosphere Integrate dialogue in narratives to convey character and advance the action Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader Use the range of punctuation taught at key stage 2 mostly correctly Use verb tenses consistently and correctly throughout their writing Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. Maintain legibility in joined handwriting when writing at speed If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS <ul style="list-style-type: none"> Use a non-linear structure to show assured and conscious control of formality for different shifts of time Independently choose vocabulary and language features appropriately for the style and tone of the text Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes Distinguish between the language of speech and writing and choose the appropriate register | | If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS <ul style="list-style-type: none"> In narratives, describe settings, character and atmosphere Integrate dialogue in narratives to convey character and advance the action Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Use the range of punctuation taught at key stage 2 mostly correctly Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. Spell correctly most words from the year 5/6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious Maintain legibility in joined handwriting when writing at speed If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD <ul style="list-style-type: none"> 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 Distinguish between the language of speech and writing and choose the appropriate register Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. | |

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| <ul style="list-style-type: none">• Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity• Evaluate, draft and re-draft. | <ul style="list-style-type: none">• Choose to combine different text types and associated language features for effect and specific purpose• Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity• Independently enhance the effectiveness of writing through reading, evaluating and redrafting. | |
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