

Colney Heath School Writing Progression

Composition – Planning

Y1

use ideas from reading in a narrative

Y2

use a shared text as a model for writing

Y3

discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Y4

discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Y5

use other similar writing as models for their own identify the audience for and the purpose of the writing

Y6

use other similar writing as models for their own identify the audience for and the purpose of their writing and select the appropriate form

say out loud what they are going to write about
say a sentence before writing it

write down ideas, and/or key words
encapsulate what they want to say, sentence by sentence

write down ideas, and/or key words
compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices
(National Curriculum English Appendix 2)

write down ideas, and/or key words
rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)

note and develop initial ideas
rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)

note and develop initial ideas
rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)

Composition – Writing

Y1	Y2	Y3	Y4	Y5	Y6
re-tell/imitate familiar stories	re-tell/imitate/adapt familiar stories with events in sequence	include dialogue within story writing and begin to use this to reveal detail about character	begin to develop mood and atmosphere, including through dialogue between characters	develop mood and atmosphere, including through dialogue between characters	develop mood and atmosphere, including through dialogue between characters
include some dialogue within stories begin to convey information and ideas in simple non-narrative forms	convey information and ideas in simple non-narrative forms	include the use of devices to organise writing	in non-narrative material, use simple organisational devices	in non-narrative material, use simple organisational devices	in non-narrative material, use simple organisational devices
use words that sequence events (see vocabulary / grammar section for detail of year group expectations)	use complete sentences grouped together to tell the different parts of the story, linking these with conjunctions (see vocabulary / grammar section for detail of year group expectations)	include a structured sequence of events using a range of conjunctions and adverbs (see vocabulary / grammar section for detail of year group expectations)	sequence events clearly and show how one event leads to another, using appropriate conjunctions and adverbials (see vocabulary / grammar section for detail of year group expectations)	sequence events clearly and show how one event leads to another, using appropriate conjunctions and adverbials (see vocabulary / grammar section for detail of year group expectations)	organise ideas so that they are sequenced logically according to the genre or form, using a range of adverbials and conjunctions (see vocabulary / grammar section for detail of year group expectations)

Composition – Writing (continued)

Y1	Y2 choose appropriate words and phrases to describe include some details in both narrative and non-fiction writing	Y3 begin to use figurative language begin to vary sentence openings ensure relevant details are included in both narrative and non-fiction writing	Y4 include descriptive detail and figurative language to make writing more vivid begin to use a variety of sentence structures begin to consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly use paragraphs to organise ideas around a theme in non-fiction forms begin to use paragraphs to indicate changes in setting, character and time in a narrative	Y5 use expressive and figurative language to create mood and atmosphere begin to explore the effect of different sentence structures in their writing, for example by considering the effect of changing the order of the information on the reader: consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly begin to structure main ideas across the text by using paragraphs purposefully begin to link ideas across paragraphs using adverbials of time, place, number or tense choice	Y6 use expressive and figurative language to create mood and atmosphere begin to consciously control sentence structures in their writing, sometimes making choices about: sentence length, sentence complexity and punctuation for effect consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly structure main ideas across the text by using paragraphs purposefully link ideas across paragraphs using adverbials of time, place, number or tense choice
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Composition - Evaluate and edit

Y1

re-read what they have written to check for sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

Y2

proof read for errors in spelling, grammar and punctuation
re-read to check that their writing makes sense, and that tenses are consistent

evaluate their writing with the teacher and other pupils

read aloud what they have written with appropriate intonation to make meaning clear to the audience

Y3

proof read for spelling, grammar and punctuation errors
re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately

begin to evaluate and edit the effectiveness of their own and others' writing and suggest improvements

read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear

Y4

proof read for spelling, grammar and punctuation errors
re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately

evaluate and edit the effectiveness of their own and others' writing and suggest improvements.

read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear

Y5

proof read for spelling, grammar and punctuation errors
re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural
evaluate and edit, assessing the effectiveness of their own and others' writing

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Y6

proof read for spelling, grammar and punctuation errors
re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural
evaluate and edit, assessing the effectiveness of their own and others' writing

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, grammar and punctuation

Y1

write single clause sentences

use 'and' to link words within sentences

Y2

use single clause sentences and multi-clause sentences using coordinating conjunctions

use some multi-clause sentences using subordinating conjunctions

use sentences with different forms: statement, question exclamation command

Y3

use single clause sentences and multi-clause sentences using coordinating conjunctions

use some multi-clause sentences using subordinating conjunctions

Y4

use single clause sentences and multi-clause sentences using coordinating conjunctions

use multi-clause sentences using subordinating conjunctions

Y5

use a variety of sentence structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions
use multi-clause sentences using subordinating conjunctions

Y6

use a variety of sentence structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions
use multi-clause sentences using subordinating conjunctions

Vocabulary, grammar and punctuation (continued)

Y1	Y2	Y3	Y4	Y5	Y6
begin to punctuate sentences using a capital letter and a full stop,	punctuate sentences using full stops, capital letters,	use the full range of punctuation taught across KS1 to demarcate sentences,	use the full range of punctuation taught across KS1 to demarcate sentences,	use a range of punctuation taught across KS1 and LKS2 to demarcate sentences,	use a range of punctuation taught across KS1 and KS2 to demarcate sentences,
punctuate sentences with a question mark or exclamation mark	punctuate sentences with exclamation marks and question marks	include commas in lists and apostrophes for singular possession	include commas in lists and apostrophes for singular possession	include apostrophe use and speech punctuation	include apostrophe use and speech punctuation
join two clauses in a sentence using the co-ordinating conjunction 'and'	expand sentences using the co-ordinating conjunctions or, and, but	express time, place and cause using conjunctions e.g. when, before, after, while, so, because;	use inverted commas and other punctuation to indicate direct speech	place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity	place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity
use 'because' to provide reasoning	use subordinating conjunctions such as: when if, that, because	adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of	begin to use commas to demarcate clauses and phrases	use a range of conjunctions, prepositions and adverbials, e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully	use a range of conjunctions, prepositions and adverbials including fronted adverbials e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully
	use appropriate adjectives and adverbs to give essential information		express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of	use fronted adverbials use commas after fronted adverbials	use relative clauses beginning with who, which, where, when, whose, that

Vocabulary, grammar and punctuation (continued)

Y1

use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

orally practise using present and past tenses correctly

Y2

use expanded noun phrases to describe and specify

use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

use the present and past tenses correctly and consistently

Y3

use expanded noun phrases to describe and specify

use the present and past tenses correctly and consistently

Y4

begin to expand noun phrases in different ways, for example by adding prepositional phrases

maintain the use of the present and past tenses correctly and consistently

Y5

begin to make more precise and effective use of expanded noun phrases

maintain the use of the present and past tenses correctly and consistently

Y6

make precise and effective use of expanded noun phrases

maintain the use of the present and past tenses correctly and consistently

Transcription

Y1

spell by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly

use letter names to distinguish between alternative spellings of the same sound

spell common exception words linked to your phonic programme; examples can be found in Appendix 1 of the national curriculum

Y2

segment spoken words into phonemes and represent these by graphemes, spelling many correctly

learn new ways of spelling phonemes for which one or more spellings are already known

spell common exception words linked to your phonic programme; examples can be found in Appendix 1 of the national curriculum

Y3

use knowledge of phonics and morphology to support accuracy with spelling.

spell common exception words

Y4

use knowledge of phonics and morphology to support accuracy with spelling..

spell further exception words

Y5

use knowledge of phonics and morphology to support accuracy with spelling..

spell further exception words

Y6

use knowledge of phonics and morphology to support accuracy with spelling..

spell further