



Leigh and Bransford Primary School



Progression Document

Writing

INTENT	<p>The expectation is that at all writing should be planned and composed with a clear purpose. A wide range of purposes will be planned. Authorial choices regarding vocabulary and structure will be based on this purpose; where appropriate, this should include a real audience.</p> <p>Writing will reflect:</p> <ul style="list-style-type: none"> • Wider themes • Current issues • Experiences • Focus texts <p>All writing should be chosen with purpose in mind. This includes the use of punctuation and presentation and the effect this can have on the reader.</p> <p>It is expected that children should take pride in presentation over their work and this will reflect the Leigh and Bransford "high 5 of presentation".</p> <p>Spelling should be accurate at an age-appropriate level. Spelling rules should be embedded and children encouraged to self-check spelling as part of the editing process.</p>						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUDIENCE AND PURPOSE	CONTEXTS FOR WRITING						
<ul style="list-style-type: none"> • Name writing • Labels • Building up to sentences. • Sentences for story writing/narrative. 	<ul style="list-style-type: none"> • Writing for different purposes 	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of 	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in 	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in 	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using 	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using 	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using

			others (real and fictional) <ul style="list-style-type: none"> • Writing about real events • Writing poetry • Writing for different purposes 	order to understand and learn from its structure, vocabulary and grammar	order to understand and learn from its structure, vocabulary and grammar	other similar writing as models for their own <ul style="list-style-type: none"> • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	other similar writing as models for their own <ul style="list-style-type: none"> • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
PLANNING							
Children will be expected to plan writing (orally or in written form) in order to support authorial choice regarding: <ul style="list-style-type: none"> • Structure Grammatical choice Vocabulary choice 							
<u>Early Learning Goal</u> <ul style="list-style-type: none"> • Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it 	<ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • Discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary

DRAFTING							
	<ul style="list-style-type: none"> • Story maps to sequence familiar texts and then change elements to make their own story using the same format. • Role play of stories. 	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • Organising paragraphs around a theme • In narratives, creating settings, characters and plot • In non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> • Organising paragraphs around a theme • In narratives, creating settings, characters and plot • In non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader

EDITING

Self and peer assessment will be used throughout the school.

From Year 2 onwards, formal use of editing will be introduced so that children can make corrections, revisions and improvements. A purple pen and left-hand page in a book will be used to edit.

<ul style="list-style-type: none"> • Children are beginning to understand they need to read what they have written to ensure it makes sense. • Discuss what they have written with the teacher and correct misconceptions. 	<ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proofread for spelling and punctuation errors
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>STRUCTURE AND ORGANISATION</p>	<ul style="list-style-type: none"> • Construction of a sentence. • Investigate story patterns. • Use these story patterns to build and internalise narratives patterns. 	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> • Children encapsulate meaning sentence by sentence. 	<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material. • Headings and sub-headings to aid presentation. 	<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material. • Headings and sub-headings to aid presentation . 	<ul style="list-style-type: none"> • Devises to build cohesion within a paragraph (then, after) • Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before) 	<ul style="list-style-type: none"> • Devises to build cohesion within a paragraph (then, after) e.g. conjunctions. • Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before)
<p>VOCABULARY CHOICE</p> <p>Children will be taught to use a range of tools to improve/ widen vocabulary. The use of high-quality texts will support children in developing their literary language. This will be reflected on working walls.</p>	<ul style="list-style-type: none"> • Identify key vocabulary/meaning within texts. • Teachers continually model a variety of ambitious vocabulary • Develop understanding of their connectives through actions and oral story telling. 	<ul style="list-style-type: none"> • Leaving spaces between words • Joining words and joining clauses using "and" 	<ul style="list-style-type: none"> • Expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, 	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • Use a thesaurus • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • Use a thesaurus • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility

				adverbs and prepositions to express time and cause (and place)			
SENTENCE VARIETY AND GRAMMAR	<ul style="list-style-type: none"> Use simple sentences that can be read by themselves and others. Exposing them to arrange of vocabulary in relation to adjectives and adverbs 	<ul style="list-style-type: none"> Compose sentences orally and in writing. Use basic descriptive language. Re read and check writing makes sense. Combine words to form grammatically accurate sentences. Joining words and clauses using 'and'. 	<ul style="list-style-type: none"> Write different types of sentences - statements, commands, questions and exclamatory. Using conjunctions for subordination or coordination. Subordination - When, if, that, or, because. Co-ordination - Or, and, but. Use past and present tense correctly and consistently. Add description and specification through expanded noun phrase. 	<ul style="list-style-type: none"> Use present and past tense correctly, including use of the present perfect instead of the simple past. Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases. Add detail and precision through expanding noun phrases using pre-modification (secure and extend from year 2) Write a range of sentences with more than one clause by using a wider range of 	<ul style="list-style-type: none"> Range of sentences with more than one clause by using a wider range of conjunctions. (When, before, after, while, so, because, although.) Fronted adverbials - express time, place cause, with enhanced cohesion. 	<ul style="list-style-type: none"> Convey complicated information concisely by using pre and post modification of nouns, including relative clauses. Use a range of clause structures, sometimes varying their position within the sentences for effect e.g. prepositional phrases Use modals and adverbs to indicate possibility. Use a range of verb form, particularly the perfect, to mark relationships of time and cause. 	<ul style="list-style-type: none"> Use active and passive verbs to affect the presentation of information in a sentence.

				conjunctions (when, before, after, while, so, because, although.)			
PUNCTUATION	<ul style="list-style-type: none"> Introduce finger spaces, capital letters and full stops. Begin to use the personal pronoun I Introduce vocabulary of question mark and exclamation mark within the environment. 	<ul style="list-style-type: none"> To write sentences with half demarcated correctly with capital letters and end punctuation (full stops, question marks and exclamation marks.) Use capital letters for names and the personal pronoun I 	<ul style="list-style-type: none"> Capital letters, full stops, question marks and exclamation marks used correctly. Commas for a list. Apostrophe for singular possession and contractions. 	<ul style="list-style-type: none"> Secure all year two objectives. Use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> Use comma after fronted adverbials. Build on year three and two Use apostrophe for singular and plural possession. Include punctuation within and around inverted commas. A comma after the reporting clause. Capital letter to start all speech. 	<ul style="list-style-type: none"> Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamations and the punctuation of direct speech. Indicate parenthesis using brackets, commas or dashes. Use of commas to clarify meaning Introduce semi colon for a list. Colons for lists, before definition and for speech and place. 	<ul style="list-style-type: none"> Secure all key stage two punctuation. Range of punctuation taught at key stage two correctly - semi colon, dashes, colons, hyphens. The punctuation of bullet points to list information. Use of hyphens to avoid ambiguity
TERMINOLOGY	<ul style="list-style-type: none"> Phoneme, sound, diagraph, tri-graph, consonant cluster, consonant blend, grapheme Capital letter, full stop, finger space. 	<ul style="list-style-type: none"> Phoneme, sound, diagraph, tri-graph, consonant cluster, consonant 	<ul style="list-style-type: none"> Phoneme, sound, diagraph, tri-graph, consonant cluster, consonant blend, grapheme 	<ul style="list-style-type: none"> Preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, 	<ul style="list-style-type: none"> Determiner pronoun, possessive pronoun adverbial 	<ul style="list-style-type: none"> Modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity 	<ul style="list-style-type: none"> Subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

		<ul style="list-style-type: none"> blend, grapheme Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> Noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma 	<ul style="list-style-type: none"> consonant letter vowel, vowel letter inverted commas (or 'speech marks') 			
SPELLING	<ul style="list-style-type: none"> Complete and apply Phase 4 phonetic and irregular high frequency word spellings. 	<ul style="list-style-type: none"> Revision of work from YR Spelling should be phonetically plausible. Sounds - f, l, s, z, k, ff, ll, ss, zz, ck, nk, tch, v (at the end of a word -n have), ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar, ee, ea, er, ir, ur, oo, oa, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words 	<ul style="list-style-type: none"> Revision of work from YR and Y1 Sounds - dge, ge, g, s sound spelt c before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it, adding ing, ed, 	<ul style="list-style-type: none"> Revision of work from Y1 and Y2 Sounds- the 'y' as in myth, 'ou' as in young, '-sure' as in measure, '-ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '-cian' (alternative spellings), words with the sound spelt 'ch' i.e scheme, words with the sound spelt 'ch' i.e. machine, words ending with the sound spelt a 'g' and 'k' sound i.e league or antique, words 	<ul style="list-style-type: none"> Revision of work from Y1 and Y2 Sounds- the 'y' as in myth, 'ou' as in young, '-sure' as in measure, '-ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '-cian' (alternative spellings), words with the sound spelt 'ch' i.e scheme, words with the sound 	<ul style="list-style-type: none"> Revision of work from previous years Sounds- words ending in '-cious' and '-tious' as in vicious and ambitious, words ending in '-cial', '-tial' as in official and essential, words ending in '-ant', '-ance' / '-ancy', '-ent', '-ence' / '-ency' and '-ation' (observant, tolerance, hesitancy, innocent, confidence, decency and expectation), words with the 'i' sound spelt ei 	<ul style="list-style-type: none"> Revision of work from previous years Sounds- words ending in '-cious' and '-tious' as in vicious and ambitious, words ending in '-cial', '-tial' as in official and essential, words ending in '-ant', '-ance' / '-ancy', '-ent', '-ence' / '-ency' and '-ation' (observant, tolerance, hesitancy, innocent, confidence, decency and expectation), words with the 'i' sound spelt ei

		<p>ending in y happy)</p> <ul style="list-style-type: none"> • Division of words into syllables, adding s and es to words for plurals • Adding ing, ed and er to verbs where no root change is needed, adding er and est to adjective where no change root change is needed, adding the prefix un, compound words, common exception words • See <i>The national curriculum in England - English Appendix 1: Spelling</i> for further detail 	<p>er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter, suffixes ment, ness, ful, less and ly, contraction, possessive apostrophes for singular nouns, Homophones and near homophones, common exception words</p> <ul style="list-style-type: none"> • See <i>The national curriculum in England - English Appendix 1: Spelling</i> for further detail 	<p>with the 'sc' sound i.e. science, words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey.</p> <ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words of more than one syllable • Prefixes: un-, dis-, mis-, in- (illegal, immature, irregular), Re-, sub-, inter-, super-, anti-, auto- • Suffixes: -ation, -ly, -ous • Possessive apostrophe with plural words • Homophones and near homophones <p>See <i>The national curriculum in England - English Appendix 1: Spelling</i> for further detail</p>	<p>spelt 'ch' i.e. machine, words ending with the sound spelt a 'g' and 'k' sound i.e. league or antique, words with the 'sc' sound i.e. science, words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey.</p> <ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words of more than one syllable • Prefixes: un-, dis-, mis-, in- (illegal, immature, irregular), Re-, sub-, inter-, super-, anti-, auto • Suffixes: -ation, -ly, -ous 	<p>after c as in deceive, words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e. doubt, lamb and knight.</p> <ul style="list-style-type: none"> • Homophones and other words that are often confused: advice/advise, device/devise, practise/practise e. • See <i>The national curriculum in England - English Appendix 1: Spelling</i> for further detail 	<p>after c as in deceive, words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e. doubt, lamb and knight.</p> <ul style="list-style-type: none"> • Homophones and other words that are often confused: advice/advise, device/devise, practise/practise e. • See <i>The national curriculum in England - English Appendix 1: Spelling</i> for further detail
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

					<ul style="list-style-type: none"> • Possessive apostrophe with plural words • Homophones and near homophones • See <i>The national curriculum in England - English Appendix 1: Spelling</i> for further detail 		
HANDWRITING	<p>Pre-cursive</p> <ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. 	<p>Pre-cursive</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<p>Cursive style introduced</p> <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the correct size, orientation and 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring 	<p><u>Write legibly, fluently and with increasing speed by:</u></p> <ul style="list-style-type: none"> ▪ Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ Choosing the writing implement that is best suited for a task 	<p><u>Write legibly, fluently and with increasing speed by:</u></p> <ul style="list-style-type: none"> ▪ Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ Choosing the writing implement that is best suited for a task

	<ul style="list-style-type: none"> • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p><u>Early Learning Goal</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<ul style="list-style-type: none"> • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' and to practise these. 	<p>relationship to one another and to lower case letters</p> <ul style="list-style-type: none"> • Use spacing between words that reflects the size of the letters. 	<p>spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>		
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--