

# RWPA Writing Progression



## Terminology

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5
Book Page Story Beginning Middle End  Rhyme Poem/Poetry Character Word Finger space Sound (both in reference to a noise and a letter sound) Phonics Phoneme Grapheme Digraph Trigraph Blend/Blending	<b>Letter</b> <b>Capital Letter</b> <b>Singular</b> <b>Plural</b> <b>Sentence</b> <b>Punctuation</b> <b>Full stop</b> <b>Question mark</b> <b>Exclamation mark</b> Joining word Punctuation mark	<b>Noun</b> <b>Noun phrase</b> <b>Statement</b> <b>Question</b> <b>Exclamation</b> <b>Command</b> <b>Compound</b> <b>Suffix</b> <b>Adjective</b> <b>Adverb</b> <b>Verb</b> <b>Tense (past, present)</b> <b>Apostrophe</b> <b>Comma</b> Introduction Build up Problem Resolution Homophone/ Homonym Vocabulary Syllable Alliteration Simile Joining word/ Conjunction (interchangeably)	<b>Preposition</b> <b>Conjunction (in preference to 'joining word')</b> <b>Word family</b> <b>Prefix</b> <b>Clause</b> <b>Subordinate clause</b> <b>Direct speech</b> <b>Consonant</b> <b>Vowel</b> <b>Inverted commas</b> Paragraph Dialogue Heading Sub-heading Preposition phrase	<b>Determiner</b> <b>Pronoun</b> <b>Possessive pronoun</b> <b>Adverbial</b> Metaphor Imperative 1st/2nd/3rd Person Common/Proper/ Collective noun Onomatopoeia Rhetorical question Word class	<b>Modal verb</b> <b>Relative pronoun</b> <b>Relative clause</b> <b>Parenthesis</b> <b>Bracket</b> <b>Dash</b> <b>Cohesion</b> <b>Ambiguity</b> Formal/informal Hyperbole Literal/figurative Modifiers Abstract/Concrete noun Verb form Fact Opinion	<b>Subject</b> <b>Object</b> <b>Active</b> <b>Passive</b> <b>Synonym</b> <b>Antonym</b> <b>Ellipsis</b> <b>Hyphen</b> <b>Colon</b> <b>Semi-colon</b> <b>Bullet points</b> Fluent/Fluency Personification Cohesion Stressed and unstressed syllables Subjunctive mood Superlative Past progressive verb form Progressive verb form Subordinating conjunction Coordinating conjunction

## Word Structure

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5
<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>Start to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p>	<p><b>Regular plural noun suffixes</b> –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the <b>prefix</b> un- changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, or undoing: untie the boat]</p>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</p> <p>Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b></p>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of the <b>forms</b> a or an according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, an open box]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>The grammatical difference between <b>plural</b> and <b>possessive</b> –s.</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>-ate</i>, <i>-ise</i>, <i>-ify</i>)</p> <p><b>Verb prefixes</b> (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i> or <i>claimed</i> in formal speech or writing)</p>

## Punctuation

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
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	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5
Finger spaces	<b>Capital letters for names and for the personal pronoun I Capital</b>	<b>Commas to separate items in a list</b>	<b>Inverted commas for direct speech</b>	<b>Inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>)</b>	<b>Inverted commas and other punctuation to indicate direct speech (for example, use of a lower case letter after a question or exclamation, where the speaker is identified after the dialogue, e.g. "Stop!" screamed Mum.)</b>	Inverted commas and other punctuation to indicate direct speech (for example, where the speaker is identified between two sections of dialogue, e.g. "I like that," smiled Sarah, "because it's exactly what I asked for.")
	<b>Capital letters at the beginning of sentences</b>	<b>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, <i>the girl's name</i>)</b>		<b>Apostrophes to mark plural possession (for example, <i>the girl's name, the girls' names</i>)</b>	<b>Brackets, dashes or commas to indicate parenthesis</b>	<b>A semi-colon, colon or dash to mark the boundary between independent clauses (for example, <i>It's raining; I'm fed up.</i>)</b>
	<b>Full stops</b>			<b>Commas after fronted adverbials</b>	<b>Commas to clarify meaning or avoid ambiguity</b>	
	<b>Question marks</b>				Colons to introduce speech in play scripts	<b>A colon to introduce a list and use of semi-colons within lists</b>
	<b>Exclamation marks</b>				Other punctuation conventions of play scripts, such as lack of inverted commas for speech and brackets/italics for stage directions	<b>Conventions for punctuating bullet points to list information</b>
	<b>Consistent separation of words with spaces (finger spaces)</b>					<b>Hyphens to avoid ambiguity (for example, <i>man eating shark versus man-eating shark</i>)</b>
				Ellipsis	A full stop for abbreviation	

# Handwriting

<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5
<b>Begin to break the flow of speech into words</b> and demonstrate this with finger spacing in their writing	Use appropriate finger spacing in their writing	<b>Use spacing between words that reflects the size of the letters</b>				
<b>Give meaning to the marks they make as they draw, write or paint</b>	Position their writing appropriately on the page (i.e. writing sits on the line)					
	Always write from left to right and from top to bottom					
	<b>Sit correctly at a table, holding a pencil comfortably and correctly</b>					
	<b>Form lower-case letters in the correct direction, starting and finishing in the right place</b>	<b>Form lower-case letters of the correct size relative to one another</b>	<b>Consistently use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</b>	<b>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 spaced sufficiently so that ascenders and descenders of letters do not touch)</b>	<b>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters</b>	<b>Develop an increasingly personal style</b>

	<b>Form capital letters</b>	<b>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</b>				
	<b>Form digits 0-9</b>	<b>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</b>		Use joined handwriting (where appropriate) throughout their independent writing, in all subjects, not just English	<b>Begin to write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility</b>	<b>Consistently write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility</b>
	<b>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these</b>	NB: As soon as pupils are able to form letters securely, with the correct orientation, they should be taught to write with a joined style.	Use joined handwriting throughout the majority of their independent writing		<b>Begin to independently choose the writing implement best suited to the task</b>	<b>Always choose the writing implement best suited to the task</b>

Conjunctions						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5
Once upon a time Then So And But Next In the end	Now Soon First After that One day/night Suddenly On Tuesday/Sunday, etc	As Or If Because Until When That	Although After Before Unless However Without warning Therefore Whenever While	Meanwhile Finally In conclusion In addition/Additionally	Except Despite In comparison to Instead of	If necessary According to Consequently Nevertheless Whereas

# Sentence Structure

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5
<p>Use conjunctions to help their oral story structuring of stories</p> <p><b>Attempt to write short sentences in meaningful contexts</b></p>	<p><b>Join words and clauses using the conjunction 'and'</b>, as well as other conjunctions appropriate to Year 1 (See <b>Conjunctions</b>)</p>	<p><b>Use appropriate subordinating and coordinating conjunctions</b> (See <b>Conjunctions</b>)</p>	<p><b>Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions</b> (See <b>Conjunctions</b>)</p>	<p><b>Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions</b> (See <b>Conjunctions</b>) and by experimenting with their placement of these conjunctions within sentences</p>	<p><b>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</b></p>	<p><b>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</b></p>
<p><b>Write their own name and other simple things such as labels or captions</b></p>	<p><b>Compose sentences orally and write them down, recognising sentence boundaries in spoken sentences</b></p>	<p><b>Use sentences with different forms and recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command</b> (e.g. <i>It has an exclamation mark, so it's an exclamation</i> <b>or</b> <i>It starts with a questioning word - 'how' - so it's a question</i>)</p>	<p><b>Use a range of sentence structures</b> and forms appropriately (simple, compound and some complex structures, as well as statements, questions, exclamations and commands)</p>	<p><b>Use an increasing range of sentence structures</b> for effect (e.g. a series of short sentences to increase pace and longer sentences, including simple, compound and complex structures for description)</p>		
	<p><b>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common taught exception words taught so far</b>, in order to begin to develop stamina for writing</p>	<p><b>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common taught exception words and punctuation taught so far</b>, to help develop stamina for writing</p>	<p><b>Write from memory simple sentences dictated by the teacher that include words words and punctuation taught so far</b>, to help develop stamina for writing</p>	<p><b>Write from memory simple sentences dictated by the teacher that include words words and punctuation taught so far</b>, to help develop stamina and speed for longer writing</p>		

	<p><b>Begin to use some of the distinctive features of Standard English in their writing</b> (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: <i>yeah</i> might be replaced with <i>yes</i>)</p>	<p><b>Use some features of written Standard English in their writing</b> (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: <i>I dunno</i> might be replaced with <i>I don't know</i>)</p>	<p>Use the features of written Standard English more consistently (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: <i>I dunno</i> might be replaced with <i>I don't know</i>)</p>	<p>Use the features of written Standard English more consistently (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: <i>I dunno</i> might be replaced with <i>I don't know</i>)</p>	<p>Always use the features of written Standard English (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: <i>I dunno</i> might be replaced with <i>I don't know</i>)</p>	<p>Always use the features of written Standard English (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: <i>I dunno</i> might be replaced with <i>I don't know</i>) except where appropriate in narrative dialogue</p>	
<p>Begin to use imperative sentences in instructions (e.g. <i>Get a spoon and a bowl.</i>)</p>	<p><b>Draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences</b> (e.g. newly learnt subject-specific terminology from classwork, descriptive language used by classmates.)</p>	<p>Expand their range of vocabulary, to include words and phrases in their writing which are appropriate to their spelling ability (e.g. newly learnt subject-specific terminology from classwork, descriptive language used by classmates.)</p>	<p>Expand their range of vocabulary, to include words and phrases in their writing which are appropriate to their spelling ability and/or can be checked by using the first two or three letters to look it up in the dictionary (e.g. newly learnt subject-specific terminology from classwork, descriptive language used by classmates.)</p>	<p><b>Begin to be more selective with vocabulary, sentence construction and grammar, understanding how choices can change and enhance meaning</b> (e.g. short sentences to create tension and increase pace, rich vocabulary for description.)</p>	<p><b>Select appropriate vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning</b> (e.g. short sentences to create tension and increase pace, rich vocabulary for description, colons and semi-colons to clarify meaning in descriptive lists.)</p>		
	<p><b>Use expanded noun phrases to describe and specify (for example, <i>the blue butterfly</i>)</b></p>	<p>Use expanded noun phrases more consistently, incorporating modifying adjectives and nouns (e.g. <i>the beautiful butterfly with the fluttery wings</i>)</p>	<p>Use expanded noun phrases more consistently and confidently, <b>including modifying adjectives, nouns and preposition phrases</b> (e.g. <i>the bright blue, beautiful butterfly with the fluttering wings on its back</i>)</p>	<p><b>Begin to use expanded noun phrases to convey complicated information</b> (e.g. <i>the rare and beautiful butterfly, whose blue and green wings are about six inches across and have crimson tips</i>)</p>	<p><b>Use expanded noun phrases to convey complicated information</b> (e.g. <i>the rare, beautiful six-inch long butterfly, with crimson-tipped, blue and green wings</i>)</p>		
	<p>Construct similes using 'like' (e.g. <i>He's very grumpy like a bear</i>)</p>	<p>Construct similes using 'like' or 'as' (e.g. <i>He's as grumpy as a bear, She ran like the wind</i>)</p>	<p>Construct a variety of similes using 'like' or 'as' (e.g. <i>He's as grumpy as a grizzly bear, She raced like the wind</i>)</p>	<p>Construct a variety of effective similes and metaphors</p>	<p>Construct a variety of effective similes and metaphors</p>	<p>Construct a variety of effective similes and metaphors</p>	

		<p>Incorporate some simple time adverbials into their compositions (e.g. He woke up <b>the next morning</b>... She went <b>as soon as</b> she could... <b>Later on</b> they found out...)</p>	<p><b>Experiment with a greater range of simple adverbials, including some fronted adverbials</b> (e.g. <u>Suddenly</u>, she stopped or He was fine <u>yesterday</u>.)</p>	<p><b>Increase their range of adverbials and ensure they are positioning these throughout the sentence, including using fronted adverbials</b> (e.g. <u>Panting heavily</u>, she stopped, <u>At long last</u>, they had decided, He was fine <u>yesterday morning</u>)</p>	<p>Further increase their range of adverbials, including fronted adverbials and <b>recognise and begin to use modal verbs and adverbs to indicate degrees of possibility</b></p>	<p>Further increase their range of adverbials, including fronted adverbials and <b>use modal verbs and adverbs to indicate degrees of possibility</b></p>
		<p>Use a pattern of three for description (e.g. He was old, bald and smiley)</p>	<p>Use a pattern of three for description and expand as appropriate (e.g. <i>He was very old, totally bald and really smiley</i>)</p>	<p>Use a pattern of three for description and expand effectively (e.g. <i>He was surprisingly old, totally bald and wore a cheeky grin</i>)</p>	<p>Use a pattern of three for description and begin to expand each part into a full phrase to make it effective (e.g. using repetition <i>We have been struggling to find food we can afford, clothes thick enough to keep us warm and transport that is direct enough to get us to work on time</i>)</p>	<p>Use a pattern of three for description and effectively expand each part into a full phrase or use rhetorical devices to make it effective (e.g. using repetition <i>We have been struggling to find food we can afford, clothes thick enough to keep us warm and transport that is direct enough to get us to work on time</i>)</p>
			<p><b>Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</b></p>	<p><b>Show consistency in their decisions as to whether to use nouns or pronouns for clarity and cohesion and to avoid repetition</b></p>	<p>Consistently use appropriate nouns or pronouns for clarity and cohesion and to avoid repetition</p>	<p>Consistently and effectively use appropriate nouns or pronouns for clarity and cohesion and to avoid repetition</p>
				<p>Begin to be more specific with their word choices (e.g. <i>the man got into the car</i> might become <i>Simon jumped quickly into his red BMW</i> and "Hello," she said might become "Hello," she smiled happily)</p>	<p>Be more specific with their word choices (e.g. <i>the man got into the car</i> might become <i>Simon jumped quickly into his red BMW</i> and "Hello," she said might become "Hello," she smiled happily)</p>	<p>Be more specific with their word choices to create the desired effect (e.g. <i>the man got into the car</i> might become <i>Simon jumped quickly into his red BMW</i> and "Hello," she said might become "Hello," she smiled happily)</p>



				Begin to use rhetorical questions (e.g. in persuasive writing: <i>How would you like to sleep on the street?</i> )	Confidently use rhetorical questions	Confidently use rhetorical questions to good effect
					Recognise and use first, second and third person	Correctly use first, second and third person
					<b>Recognise vocabulary and structures that are appropriate for formal speech and writing</b>	<b>Recognise</b> and begin to independently choose <b>vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</b>
					<b>Recognise passive verbs and begin to use them in formal speech and writing</b>	<b>Use passive verbs to affect the presentation of information in a sentence</b>
					<b>Recognise the perfect form of verbs and begin to use them, with support, to mark relationships of time and cause</b>	<b>Use the perfect form of verbs to mark relationships of time and cause</b>

Text Structure						
<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5

<p>Orally retell a story, showing understanding of story structure (beginning, middle and end)</p> <p>Orally invent (at least part of) a story, attempting to follow the same basic story structure they have experienced through being read to and their first attempts at reading</p>	<p>Begin to write about more than one idea</p>	<p>Begin to write about more than one idea, using simple sequencing</p>	<p><b>In non-narrative material, use simple organisational devices (for example, paragraph headings)</b></p>	<p><b>n non-narrative material, use simple organisational devices (for example, headings, subheadings or basic paragraph summaries)</b></p>	<p><b>Use further organisational devices and some presentational devices to structure texts and begin to guide the reader (for example, headings, underlining)</b></p>	<p><b>Use further organisational devices and some presentational devices to structure texts and begin to guide the reader (for example, headings, bullet points, underlining)</b></p>
	<p>Begin to use simple sentences to record their orally invented stories, supported by simple conjunction prompts</p>	<p><b>Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional)</b></p>	<p><b>In narratives, create basic characters, settings and plot,</b> based on their reading, using some simple description and conjunctions appropriate to Year 3 including beginning to use some dialogue</p>	<p><b>In narratives, create characters, settings and plot,</b> often based on their reading, using some dialogue and with description of each of these demonstrating an appropriate and effective range of vocabulary and conjunctions (based partially on spelling ability)</p>	<p><b>In narratives, describe settings and character, using dialogue to convey character and advance the action</b></p>	<p><b>In narratives, describe settings and character and integrate dialogue to convey character and advance the action</b> (e.g. using verb/adverb choice in dialogue to convey character's mood effectively: <i>"Please! No!" she begged desperately</i> or using fronted adverbials to quickly draw reader into setting: <i>At the very back of the stuffy, dark shed...</i>)</p>
		<p><b>Develop positive attitudes towards and stamina for writing by: writing about real events</b> (e.g. describing their PE lesson or a field trip); <b>writing poetry; writing for different purposes</b> (e.g. to inform, to instruct)</p>	<p><b>Write for a range of real purposes and audiences, as part of their work across the curriculum, and make some decisions, based on these, about the form the writing should take (e.g. an explanation or a description)</b></p>	<p><b>Write for an increasing range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take (e.g. a narrative, a report or a description)</b></p>	<p>Write for a wide range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take (e.g. a narrative, an explanation, a report or a description)</p>	<p>Write for an increasingly wide range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take (e.g. a narrative, an explanation, a report or a description)</p>
		<p><b>Use the present and past tenses correctly and consistently, including the progressive form</b></p>	<p><b>Sometimes use the present perfect form of verbs in contrast to the past tense</b></p>	<p><b>Confidently use the present perfect form of verbs in contrast to the past tense</b></p>	<p>Use tenses accurately and consistently</p>	<p>Use a range of tenses accurately and consistently</p>

	Begin to group related ideas	Group related ideas	<b>Begin to use paragraphs and understand that they should be organised around a theme.</b>	<b>Organise paragraphs around a theme</b>	<b>Begin to expand their range of organisational devices to build cohesion within and across paragraphs (for example, using appropriate conjunctions within a paragraph and linking ideas across paragraphs using adverbials e.g. <i>On the other hand; In contrast</i>)</b>	<b>Use a wide range of devices to build cohesion within and across paragraphs (e.g. repetition of a word or phrase, grammatical connections (such as adverbials or ellipsis))</b>
			Recognise that writing often has a 'hook' to draw the reader in (i.e. using dialogue, action or description) and attempt to use this	Begin to use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description)	Confidently use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description)	Confidently and effectively use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description)

## Planning

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5
Say out loud the words and/or short sentences they are intending to write  <b>Segment the sounds in simple words and blend them together in order to make phonetically plausible attempts at writing them</b>	<b>Say out loud what they are going to write about in advance</b>	<b>Consider what they are going to write before beginning, either by oral rehearsal, a simple written plan or a combination of the two</b>	<b>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and a range of sentence structures</b>	<b>Compose and rehearse sentences orally (including dialogue), progressively building a rich and more varied vocabulary and an increasing range of sentence structures</b>		
	<b>Orally compose sentences and or/ whole texts</b>	<b>Use drama and role play to develop and order their ideas through playing roles and improvising scenes in various settings</b>	Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas	Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas	Plan their writing by discussing and recording ideas, including using role play to sequence their ideas and deepen their understanding	Plan their writing by discussing and recording ideas, including using role play to sequence their ideas and deepen their understanding

<p><b>Recognise the features of some forms of writing, e.g. stories and poems</b></p>	<p>Recognise the features of different forms of writing, e.g. instructions, information books, stories and poems</p>	<p>Recognise and consider the features of several different forms of writing, e.g. instructions, information books, stories and poems</p>	<p><b>Discuss writing similar to that which they are planning to write in order to understand and learn from its sentences structure, vocabulary and ideas</b></p>	<p><b>Discuss writing similar to that which they are planning to write</b> in order to understand and learn from its sentence, paragraph and whole-text structure, vocabulary and ideas</p>	<p><b>Consider how writers have developed ideas in similar writing</b>, using this writing as models for their own</p>	<p><b>Select appropriate ideas, vocabulary and grammatical forms</b> from model texts to improve the quality of their own writing</p>
	<p>Use writing journals as a planning tool and memory aid</p>	<p>Use writing journals as a planning tool and memory aid</p>	<p>Use writing journals as a planning tool and memory aid</p>	<p>Use writing journals as a planning tool and memory aid</p>	<p>Use writing journals as a planning tool and memory aid</p>	<p>Use writing journals as a planning tool and memory aid</p>
	<p>Include new vocabulary and/or key words in their plan, perhaps drawn from their own reading or class reading of model texts</p>	<p>Plan vocabulary with which to <b>create settings, characters and plot in narrative writing</b></p>	<p>Plan vocabulary with which to create appropriate and interesting <b>settings, characters and plot</b></p>	<p><b>In narratives, plan to convey character and advance the action through dialogue and description of settings and characters</b></p>	<p>In all text forms, <b>use appropriate detail and conventions to convey intended meaning and advance writing</b></p>	
		<p>Plan to use paragraphs, by grouping relevant information</p>	<p>Plan to use paragraphs, by grouping relevant information, showing an increasing level of confidence and accuracy in their placement of paragraph breaks</p>	<p><b>Use appropriate organisational devices, such as headings or subheadings</b></p>	<p><b>Use appropriate organisational devices, such as headings, subheadings or bullet points</b></p>	
		<p>Begin to consider the intended effect of their writing on the reader</p>	<p>Consider the intended effect of their writing on the reader and adjust their planning in order to accomplish this</p>	<p><b>Plan their writing by identifying the audience for and purpose of the writing</b></p>	<p><b>Plan their writing by identifying the audience for and purpose of the writing</b> and effectively adjust their planning in order to meet the requirements of these, including selecting the appropriate form</p>	
		<p>With support, identify the viewpoint from which they will be writing</p>	<p>Clearly identify the viewpoint from which they will be writing</p>	<p>Clearly identify the viewpoint from which they will be writing and carefully maintain this across the whole text</p>	<p>Clearly identify the viewpoint from which they will be writing, and carefully and effectively maintain this across the whole text</p>	

					<p><b>Note and develop initial ideas</b>, based on model texts and/or classwork</p>	<p><b>Use reading and research, where appropriate, to develop initial ideas</b></p>
					<p><b>Use some deliberate vocabulary and grammar choices</b> to enhance the mood and support the meaning of their writing</p>	<p><b>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance the meaning and mood of their writing</b></p>
					<p>Plan to use appropriate levels of formality</p>	<p>Consistently plan to use appropriate levels of formality across all writing</p>
						<p><b>Précis longer passages</b></p>

Evaluating						
<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5
Discuss words and/or short sentences they have written with the teacher	Discuss own writing with the teacher <b>and understand that they can read back words that they have spelt</b> to check their own understanding and practise discussing their ideas	Evaluate their own writing with the teacher and/or other pupils	Assess and discuss the effectiveness of their own writing and suggest improvements and <b>begin to monitor their own writing for sense in the same way that they monitor their reading</b>	Assess and discuss the effectiveness of their own and others' writing and suggest improvements to plot, vocabulary and/or grammar and <b>monitor their own writing for sense</b> and effectiveness <b>in the same way that they monitor their reading</b>	Assess and discuss the effectiveness of their own and others' writing, discussing the shades of meaning created by their vocabulary and grammar choices	Assess the effectiveness of their own and others' writing, using appropriate grammatical terminology to specifically state what could be improved upon, where appropriate, and discussing the shades of meaning created by their vocabulary and grammar choices

Use appropriate grammatical terminology in discussing writing	Use appropriate grammatical terminology in discussing writing	Use appropriate grammatical terminology in discussing writing	Use appropriate grammatical terminology in discussing writing	Use appropriate grammatical terminology in discussing writing	Use appropriate grammatical terminology in discussing writing	
Read aloud what they have written	Read own writing aloud, clearly enough to be heard by peers and the teacher	Read aloud what they have written to the teacher or a small group, with appropriate intonation to make the meaning clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation so that the meaning is clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear	Perform their own compositions, using appropriate intonation, volume and movements so that shades of meaning are clear

## Editing

<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
	Review EYFS	Review Year 1	Review Year 2	Review Year 3	Review Year 4	Review Year 5
Re-read what they have written to share it with the teacher and/or their peers	Re-read what they have written to check that it makes sense	Re-read to check that their writing makes sense and proof-read to check for errors in spelling, grammar and punctuation (for example, end of sentences punctuated correctly)	Proof-read their writing for spelling and punctuation errors, appropriate to the level expected for their age group	Proof-read their own and others' writing for spelling and punctuation errors, appropriate to the level expected for their age group	Proof-read their own and others' work for spelling and punctuation errors to a high degree of accuracy	Proof-read their own and others' work for spelling, grammar and punctuation errors to a high degree of accuracy
Upon re-reading and discussing, understand that they can 'have another go' at writing a word or composing a sentence	Upon re-reading and discussing, understand that they can 'have another go' at writing a word or composing a sentence, based on their developing understanding of phonics	Upon re-reading, check that verbs to indicate time are used correctly, including verbs in the continuous form and make other simple additions, revisions and corrections to writing	Implement changes to grammar and vocabulary to improve consistency	Implement changes to grammar and vocabulary to improve consistency and effectiveness, including the accurate use of pronouns in sentences	Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects	Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects, giving reasoned explanations for their decisions

					Ensure the correct use of tense throughout a piece of writing	Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
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This document is fully aligned with the objectives and expectations of the 2014 Primary National Curriculum. It contains direct references to the National Curriculum (statutory and non-statutory), which appear in **bold text** along with other suggestions in non-bold text.