

Darrington CE Primary School

Writing Progression Grid



Terminology

EYFS	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Letter, capital letter, word, singular, plural, sentence, full stop, question mark, exclamation mark	Consolidate year 1 Apostrophe (contractions and singular possession) Suffix Adverb/verb/noun Statement Question Exclamation Command Tense - past, present Noun phrase compound word comma	Consolidate year 2 Word family Conjunction Preposition Direct speech Inverted commas Prefix/suffix Consonant/Vowel Clause Subordinate clause	Consolidate year 3 Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession determiner	Consolidate year 4 Relative clause Relative pronoun Modal verb Parenthesis Bracket Dash Cohesion Ambiguity	Consolidate all terminology Active and passive voice Subject and object Synonym/antonym Semi colon/colon hyphen

Spelling

Spell words by identifying sounds in them and representing the sounds with a letter or letters	RWI Spelling objectives	RWI Spelling objectives	RWI Spelling objectives Word Families based on common words e.g. teacher –teach, beauty – beautiful Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box	RWI Spelling objectives The grammatical difference between plural and possessive –s added to words and spell words using singular and plural possession including irregular plurals e.g. children's	RWI Spelling objectives Use dictionaries to check spellings Use a thesaurus	RWI Spelling objectives Use dictionaries to check spellings Use a thesaurus
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			Use a dictionary to check spellings	Use a dictionary to check spellings		
Language Choices						
	<p>Recognise alliteration</p> <p>Begin to create imagery</p> <p>Begin to create atmosphere and mood through description</p> <p>Begin to show, not tell</p>		<p>Consolidate learning from KS1</p> <p>Build upon the range of figurative language including personification and metaphor</p> <p>Use powerful verbs</p> <p>Use exaggerated language</p> <p>Use modal verbs</p> <p>Use comparative and superlative adjectives</p> <p>Use standard English for verb inflections instead of spoken forms</p>		<p>Consolidate all previous learning</p> <p>Use a range of figurative language including pathetic fallacy and onomatopoeia</p> <p>Change levels of formality to reflect the text type</p> <p>Use synonyms and antonyms to avoid repetition</p>	
Punctuation						
Capital letter for own name	Capital letters, full stops, questions marks	<p>Demarcate sentences with capital letters, full stops, question marks and exclamation marks</p> <p>Commas to separate items in lists</p> <p>Apostrophes for contractions and possession</p>	<p>Inverted commas for direct speech</p> <p>Commas after fronted adverbials</p>	<p>New speaker, new line for direct speech</p> <p>Commas between direct speech and reporting clause</p> <p>Apostrophes to mark singular and plural possession</p>	<p>Dashes</p> <p>Brackets, dashes and hyphens for parenthesis</p> <p>Colons to introduce a list</p> <p>Commas to clarify meaning and avoid ambiguity</p>	<p>Semi-colons, colons and dashes to separate clauses</p> <p>Hyphens to avoid ambiguity</p>

Handwriting						
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	Sit correctly at a table and hold a pencil correctly	Form letters at the correct size	Begin to join writing		Write legibly and fluently with increasing speed	
	Begin to form letters correctly	Form capital letters the right size	Increase the legibility and consistency of handwriting		Choose the writing implement best suited for the task	
Write recognisable letters, most of which are correctly formed	Form capital letters		Make sure writing is sufficiently spaced			
	Form digits 0-9					
Dialogue						
	Use of speech bubbles to accompany illustrations	Use of speech bubbles with illustrations and awareness when reading that inverted commas show speech	Powerful verbs for speech (synonyms for said)	Adverbs to add detail to the reporting clause	Add actions to the reporting clause	Develop characterisation through speech
					Use dialogue in different places in the sentence	Use speech to move the action forward
Sentence Openers						
	Simple time adverbials (first, next, then, after)	Adverb openers (quickly, quietly)	Consolidate use of -ly openers	Use a wider range of fronted adverbials	Consolidate previous openers and elaborate	
	Known story language (Once upon a time...)	Use a wider range of time adverbials	Fronted adverbials to say when, where or how			
Conjunctions						
	Compound sentences using co-ordinating conjunctions (and, but, or)	Secure use of co-ordinating conjunctions to create compound sentences	Compound sentences using co-ordinating conjunctions (FANBOYS)	Secure use of co-ordinating conjunctions	Consolidate previous learning	Consolidate the use of a range of conjunctions already taught and develop the ability to put the clauses in different
			Develop use of subordinating	Develop complex sentences using subordinate clauses	Subordinating conjunctions with the subordinating clause	clauses in different

		Complex sentences using subordinating conjunctions (because, when, if, that)	conjunctions for complex sentences (when, before, after, while, because)	with a range of subordinating conjunctions.	in different places in the sentence	positions within the sentence for effect
Sentence Structures						
Write simple phrases and sentences that can be read by others	Write different types of sentences (statements, questions, exclamations) Embellished simple sentences using adjectives	Write and recognise types of sentences (statements, questions, exclamations, commands) Embellished simple sentences using adjectives and adverbs Noun phrases	Use the perfect verb form Consolidate embellished sentences using noun phrases, prepositions and adverbs	Consolidate use of the present perfect Use the progressive verb form Appropriate use of nouns and pronouns across sentences to aid cohesion	Consolidate previous learning on tenses Relative clauses and relative pronouns	Active and passive voice Use rhetorical questions for persuasion Formal and informal structures (contractions, question tags, subjunctive form)
Planning, Drafting and Writing						
	Compose sentences orally before writing Retell and sequence stories orally and using story maps, story mountain, writing frames, washing lines, puppets and props.	Write for a range of purposes and develop stamina Compose sentences orally before writing Use planning tools to develop a 3-part story independently Introduce the 5 part story of – Opening,	Discuss and record ideas in workbooks Use models texts and learn from their structures and vocabulary Use paragraphs to organise parts of a story or ideas and themes in non-fiction pieces	Consolidate leaning from Year 3 Use paragraphs to indicate changes in time and place Build suspense in writing to build up to a problem Develop the 5-part story layout with	Identify audience and purpose for writing Draw on own reading a research to plan writing Consider how to develop characters and settings Use a range of planning strategies	Consolidate learning from Year 5 Maintain plot throughout a narrative Express a balanced argument Use formal and informal styles linking

	<p>Understand that stories have 3 parts – beginning/middle/end</p> <p>Use known stories and models to begin to create own versions</p> <p>Begin to write the following genres – Letters, poetry descriptions of characters and settings, simple non chronological reports, simple narratives (adventure, traditional tales etc.)</p>	<p>build-up, problem, resolution, ending</p> <p>Use features of non-fictions texts (headings, introductory sentences, factual sentences around a theme, bullet points, labelled diagrams, concluding sentences</p>	<p>Develop detailed descriptions and characters and settings</p> <p>Begin to use suspense to build up stories</p> <p>Include details of action and dialogue in stories</p> <p>Develop cohesion in writing and begin to refer back to previous points in stories or non-fiction pieces.</p> <p>Write clear endings to stories that should link back to the start</p> <p>Develop the use of a hook to engage the reader</p> <p>Use bullet points and information boxes in non-fiction pieces where appropriate</p>	<p>clear distinctions between each part</p> <p>Logically organise information into paragraphs</p> <p>Develop the use of a topic sentence</p> <p>Use conjunction and cohesive devices to begin to link ideas across paragraphs</p> <p>Begin to include other features in non-fiction writing where appropriate (personal opinion, reminders, rhetorical questions, warnings, reader encouragement)</p>	<p>(story maps, grids, flow diagrams etc)</p> <p>Secure use of paragraphs to organise ideas into each story part and use dialogue to move the action on and show characterisation</p> <p>Secure knowledge of use of 5-part story including starting at different points as flashbacks</p> <p>Understand the layout for various non-fiction texts and use appropriate features and maintain a viewpoint</p>	<p>to audience and genre</p>
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Editing				
	<p>Re-read what they have read to check it makes sense</p> <p>Talk about their work with others</p>	<p>Discuss their work with a teacher and make simple edits (making sure their writing makes sense, verbs are correct, basic spelling errors, basic punctuation errors)</p>	<p>Evaluate own and others writing and suggest improvements</p> <p>Check the accurate use of pronouns in writing</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Proof read for spelling and punctuation errors</p>	<p>Evaluate own and others writing and suggest improvements</p> <p>Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</p> <p>Ensure correct subject verb agreement</p> <p>Distinguish between spoken and written language and where it is appropriate to use</p> <p>Proof read for spelling and punctuation errors</p>
Spoken Language and Performance				
	<p>Read their writing clearly enough that it can be heard by others</p>	<p>Read aloud their written work with appropriate intonation to make meaning clear</p>	<p>Read aloud their own writing to a group or whole class, using the appropriate intonation and controlling tone and volume so that the meaning is clear</p>	<p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>