

Offenham CofE First School

Writing Progression Document

At Offenham CofE First School, we understand the essential role that writing plays in a child's overall development. Our writing progression document works alongside our phonics, SPaG, and handwriting approaches, ensuring that every child receives a holistic and integrated writing experience. Guided by "The Write Stuff" method, we provide a clear and structured approach to writing from Early Years Foundation Stage (EYFS) to Year 5, laying the foundations for fluent, creative, and purposeful writing.

"The Write Stuff" is a writing approach developed by Jane Considine that focuses on the mechanics of writing in a clear and structured way. It uses a method called "Sentence Stacking," where children learn to build sentences in a sequence, allowing for short, focused bursts of learning that can be immediately applied to their own writing.

Each lesson follows a three-part structure based on a sentence model:

1. Initiate Section – A stimulus that sparks the children's imagination and sets up the sentence.
2. Model Section – The teacher demonstrates a sentence, highlighting clear writing features and techniques.
3. Enable Section – The children then write their own sentence, following the model.

A sequence of lessons, featuring high-quality demonstration writing, forms the foundation of this approach. Children are explicitly taught how to develop their ideas, use grammar effectively, and apply writing techniques in different genres, such as stories, poems, or non-fiction texts.

In EYFS and Key Stage 1, we focus on developing the fundamental skills required for effective writing. Through the "Sentence Stacking" approach, children are introduced to writing in small, manageable steps, learning how to construct sentences that are coherent, clear, and engaging. By building strong foundations in phonics and handwriting, children gain the confidence to express their ideas through writing. As they progress through each year group, they gradually build more complex sentence structures and refine their handwriting.

As children transition into Key Stage 2, our writing progression continues to build on their phonics and SPaG learning, focusing on greater independence and mastery. "The Write Stuff" provides a framework for introducing and mastering a range of writing techniques, from advanced punctuation and grammar to structuring paragraphs and developing characters in stories. In Year 3, children expand their writing through various genres, exploring descriptive, persuasive, and narrative styles. By Year 5, students demonstrate creativity and control over grammar, sentence structures, and vocabulary. Throughout their journey, regular assessments and targeted support ensure that all children progress at a suitable pace, helping them become confident, versatile writers who can apply their skills across the curriculum.

The following pages outline the progression of writing skills across the school, incorporating the expectations set out in the National Curriculum and EYFS framework. Alongside this, it includes the more detailed Write Stuff progression, providing a structured approach to developing writing skills in each year group. This ensures a clear and consistent pathway for pupils to build on their writing abilities throughout their time at Offenham First School.

Whole School Writing Progression

Writing Progression	NewEYFS curriculum(2021) – objectives and End of Year Goals	Year 1	Year 2	Year 3	Year 4	Year 5
Contexts for Writing	<p>New Framework (2021)</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories. • Engage in non-fiction books. • Listen to and talk about selected on-fiction to develop a deep familiarity with new knowledge and vocabulary. 		<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. 	<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"> • 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
Drafting Writing	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities. • Explain how things work and why they might happen. 	<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
Editing Writing	<ul style="list-style-type: none"> • Retell stories once they have developed a deep familiarity with the text, with some repetition and some of their own words. • Use new vocabulary in different contexts. • Re-read what they have written to check it makes sense. 	<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, <u>distinguishing</u> between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> • write own name and other things such as labels, captions. • attempt to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Whole School Writing Progression (continued)

Writing Progression	NewEYFS curriculum(2021) – objectives and End of Year Goals	Year 1	Year 2	Year 3	Year 4	Year 5
Awareness of audience, purpose and structure	<ul style="list-style-type: none"> • Develop social phrases • Anticipate key events in stories. • Use and understand recently introduced vocabulary during discussion about story, rhymes, poems and during role-play. • Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher. • Make comments about what they have heard and ask questions to clarify their understanding. 	<ul style="list-style-type: none"> • use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. • start to engage readers by using adjectives to describe. 	<ul style="list-style-type: none"> • write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. • use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. • read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). • make deliberate ambitious word choices to add detail. • begin to create settings, characters and plot in narratives. 	<ul style="list-style-type: none"> • write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). • write a range of narratives that are well- structured and well-paced. • create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. • begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. • describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. • regularly use dialogue to convey a character and to advance the action. • perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations of why things might happen making use of recent introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. • Learn new vocabulary. • Ask questions to find out more and to check they understand what has been said to them. 	<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, adverbs and prepositions to express time and cause (and place) 	<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

Whole School Writing Progression

(other areas—also see separate progression documents)

Writing Progression	NewEYFS curriculum(2021) – objectives and End of Year Goals	Year 1	Year 2	Year 3	Year 4	Year 5
Phonic & Whole word spelling	New Framework (2021) <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. (EOY Goal) Spell words by identifying sounds in them and representing the sounds with a letter or letters. (EOY Goal) 	<ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	New Framework (2021) <ul style="list-style-type: none"> Say sounds for each letter in the alphabet and at least 10 diagraphs. (EOY Goal) 	<ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	New Framework (2021) <ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondence using capital letters and full stops. (objective) Write simple phrases and sentences that can be read by others. (EOY Goal) 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	
Handwriting	New Framework (2021) <ul style="list-style-type: none"> Form lowercase and capital letters correctly (objective) Write recognisable letters most of which are correctly formed. (EOY Goal) 	<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 form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' and to practise these 	<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 un-joined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters. 	<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 un-joined increase the legibility, consistency and quality of their handwriting 	<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 un-joined increase the legibility, consistency and quality of their handwriting 	<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
Grammar (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences including the use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher. 	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and Sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission & singular possession 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, in 	<ul style="list-style-type: none"> using fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number
Punctuation (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondence using capital letters and full stops. 	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis
Grammatical Terminology	<ul style="list-style-type: none"> Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. 	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity



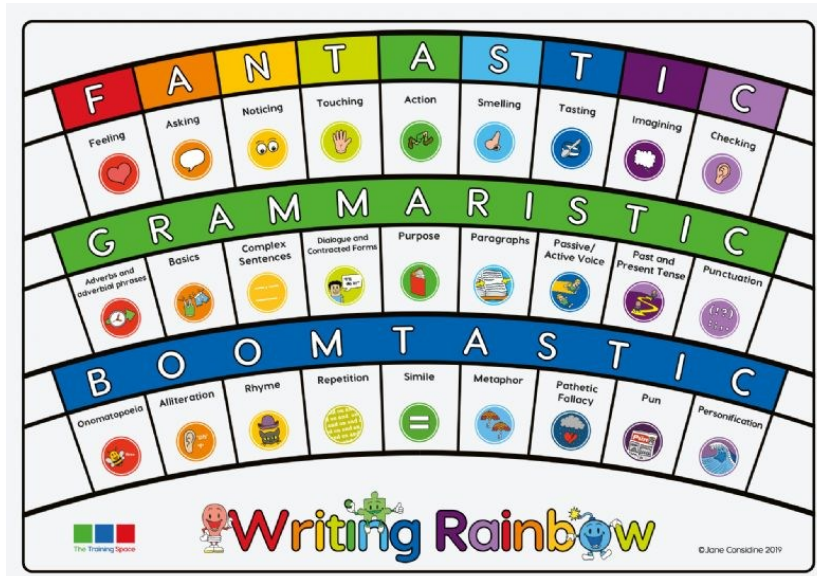
'Write Stuff' Writing Progression

To enable our children to write effectively and coherently we teach Writing using 'The Write Stuff' approach by Jane Considine. This approach is used from Reception to Year 5 and allows children to apply basic skills, vocabulary and grammar knowledge to write effective sentences, which are full of impact and keep the reader interested. 'The Write Stuff' brings clarity to the mechanics of teaching writing. The 'Fantastic Approach' to writing uses three essential components to support children in becoming great writers, the three zones of writing:

IDEAS - The FANTASTICs uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.

TOOLS - The GRAMMARISTICS. The grammar rules of our language system and an accessible way to target weaknesses in pupils grammatical and linguistic structures.

TECHNIQUES - The BOOMTASTICs which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual.



To help children see this visually, we are using a 'Writing Rainbow' with these writing 'lenses' on. This will look slightly different in each year group to show the progression of writing skills in grammar but the FANTASTIC can be applied by all children from Reception through to Year 5.

As part of the teaching sequence, teachers plan experience days; sentence stacking lessons and independent writing sequences. Experience days immerse children in experiences linked to their writing and drench them in vocabulary linked to the lenses in 'The Writing Rainbow'. From the experience days, children take part in the sentence stacking lessons. Sentence stacking lessons include effective demonstration writing from the teacher and the writing of three high-quality sentences with focuses on lenses of the rainbow.

Over their time at Offenham First School, children will write a range of genres focused on high-quality texts. The chosen texts and genres cover a wide range of themes, including cultural, social and physical diversity. All fiction texts are explored through a central character, where the children put themselves in their position and focus on the highs and lows of story events and discuss the range of emotions from plot point to plot point.

This progression of the 'The Writing Rainbow' skills are shown on the next 2 pages.

'Write Stuff' Writing Progression

Reception

F Feeling
A Asking
N Noticing
T Touching
A Action
S Smelling
T Tasting
I Imagining
C Checking

Year 1 Writing Rainbow Lenses
























F	A	N	T	A	S	T	I	C	
Feeling 	Asking 	Noticing 	Touching 	Action 	Smelling 	Tasting 	Imagining 	Checking 	
GRAMMARISTIC									
These are writing tools to make your writing coherent for the reader.									
Adverbs and Adverbial Phrases 	Basics- capital letters and finger spaces 	Purpose 	Past and Present Tense 	Punctuation . ! ? 					
BOOMTASTIC									
These are writing techniques to make your writing exciting for the reader.									
Onomatopoeia 	Alliteration 	Rhyme 							

Year 2 Writing Rainbow Lenses

























F	A	N	T	A	S	T	I	C	
Feeling 	Asking 	Noticing 	Touching 	Action 	Smelling 	Tasting 	Imagining 	Checking 	
GRAMMARISTIC									
These are writing tools to make your writing coherent for the reader.									
Adverbs and Adverbial Phrases 	Basics- capital letters, finger spaces and conjunctions (or, and, but) 	Complex Sentences- subordinating conjunctions (when, if, that because) 	Purpose 	Past and Present Tense 	Punctuation . ! ? , ' 				
BOOMTASTIC									
These are writing techniques to make your writing exciting for the reader.									
Onomatopoeia 	Alliteration 	Rhyme 							

'Write Stuff' Writing Progression

Year 3 and 4 Writing Rainbow Lenses

F	A	N	T	A	S	T	I	C
Feeling	Asking	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking
								
GRAMMARISTIC								
These are writing tools to make your writing coherent and cohesive for the reader.								
Adverbs and Adverbial Phrases	Basics	Complex Sentences	Purpose	Paragraphs	Past and Present Tense	Punctuation . ! ? , ' " "		
								
BOOMTASTIC								
These are writing techniques to make your writing exciting for the reader.								
Onomatopoeia	Alliteration	Rhyme	Repetition	Simile	Metaphor	Personification		
								

Year 5 Writing Rainbow Lenses

F	A	N	T	A	S	T	I	C
Feeling	Asking	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking
								
GRAMMARISTIC								
These are writing tools to make your writing coherent and cohesive for the reader.								
Adverbs and Adverbial Phrases	Basics	Complex Sentences	Purpose	Paragraphs	Past and Present Tense	Punctuation . ! ? , ' " : -		
								
BOOMTASTIC								
These are writing techniques to make your writing exciting for the reader.								
Onomatopoeia	Alliteration	Rhyme	Repetition	Simile	Metaphor	Pathetic Fallacy	Personification	
								

Writing Progression - Narrative Example

We use "The Write Stuff" progression document (which matches The National Curriculum) to inform our teaching which is linked to different genres of writing and to ensure progression and continuity.
An example of the progression through story writing is shown below.

Story

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Beginning or end of narrative signalled e.g. one day</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>Simple sentences, starting with a pronoun and a verb e.g. He went home</p> <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Year 1 ambitious vocabulary used</p> <p>Range of size adjectives used e.g. big, small</p> <p>Range of colour adjectives used e.g. red, blue</p> <p>Range of emotion words used e.g. sad, angry, cross</p> <p>Pronouns: I, she, he, they.</p> <p>Conjunctions: and, but, then, or, this</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Time connectives: first, then, next</p> <p>Once upon a time, one day, happily ever after</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. massive field</p>	<p>Year 2 ambitious vocabulary used</p> <p>Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions. Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>

Writing Progression - Narrative Example

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed</p> <p>Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases e.g. two horrible hours</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p>	<p>Variation in sentence structures e.g. while, although, until</p> <p>Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,....</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</p> <p>Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</p>	<p>Year 4 ambitious vocabulary used</p> <p>Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>

Writing Progression - Narrative Example

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>	<p>Year 5 ambitious vocabulary used</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p>

Writing Progression - Non-Chronological Report Example

Building on the previous example, the progression of non-chronological report writing is demonstrated below. All writing genres are outlined in the *Write Stuff Progression through Genres* document, which staff use for planning and assessment across each unit and year.

Non-Chronological Reports

Year 1

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>___ are...</p> <p>___ is...</p> <p>They are...</p> <p>The different...</p> <p>This is a ___</p> <p>There are ___</p> <p>These can be grouped ___</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>

Year 2

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... .</p> <p>Main ideas organized in groups.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large tiger.</p>	<p>They like to</p> <p>They can</p> <p>It can</p> <p>Like many</p> <p>I am going to</p> <p>There are two sorts of</p> <p>They live in</p> <p>The ___ have but the ___ have ___</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p>

Writing Progression - Non-Chronological Report Example

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When the caterpillar makes a cocoon...</p>	<p>The following report</p> <p>They don't</p> <p>It doesn't</p> <p>Sometimes</p> <p>Often</p> <p>Most</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly into key ideas.</p> <p>Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.</p>	<p>Variation in sentence structures e.g. While the eggs hatch female penguins ...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile,</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use technical vocabulary to show the reader the writer's expertise.</p>	<p>This report will</p> <p>The following Information</p> <p>Usually</p> <p>Normally</p> <p>Even though</p> <p>Despite the fact</p> <p>As a rule</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>

Writing Progression - Non-Chronological Report Example

Year 5

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>The purpose of this report/article is to..</p> <p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to</p> <p>Many specialists consider</p> <p>Firstly I will...</p> <p>It can be difficult</p> <p>___ will enable you to understand.</p> <p>Unlike</p> <p>Despite</p> <p>Although</p> <p>Like many</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>