


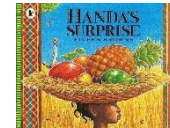




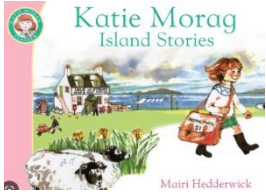
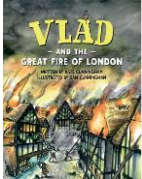
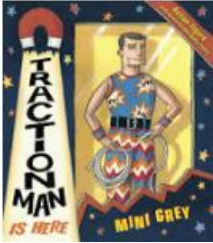

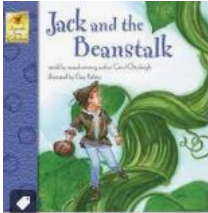

# Curriculum Progression Writing

R. Marshall-Clarke Sept 2023

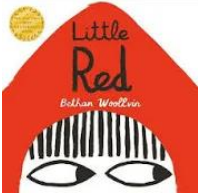
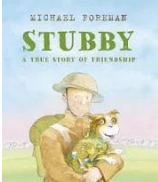




# Progression Overview in Reception

A	B	C	D	E	F
Vehicle Text					
<b>The Colour Monster</b> 	<b>The Three Little Pigs</b> 	<b>The Gingerbread Man</b> 	<b>Handa's Surprise</b> 	<b>The Very Hungry Caterpillar</b> 	<b>Winnie and Wilbur at the Seaside</b> 
Writing Outcome and Writing Purpose					
<b>Purpose:</b> To inform <b>Text:</b> Explanation What makes me happy?	<b>Purpose:</b> To inform <b>Text:</b> Explanation Sequencing the story (images) of <i>The Three Little Pigs</i> .	<b>Purpose:</b> To entertain <b>Text:</b> Narrative Who else did <i>The Gingerbread Man</i> run away from?	<b>Purpose:</b> To inform <b>Text:</b> Explanation What fruit did Handa take to her friend?	<b>Purpose:</b> To inform <b>Text:</b> Explanation The life cycle of a butterfly.	<b>Purpose:</b> To entertain <b>Text:</b> Poetry A list poem of what I might find at the beach.
<b>Purpose:</b> To entertain <b>Text:</b> Narrative Creating our own colour monster	<b>Purpose:</b> To entertain <b>Text:</b> Narrative Farm animal guide book	<b>Purpose:</b> To inform <b>Text:</b> Explanation How to catch <i>The Gingerbread Man</i> .	<b>Purpose:</b> To entertain <b>Text:</b> Recount What is happening at this part of the story.	<b>Purpose:</b> To entertain <b>Text:</b> Narrative What did I eat? Written as if I were <i>The Very Hungry Caterpillar</i> .	<b>Purpose:</b> To inform <b>Text:</b> Recount A postcard from Winnie the Witch.
Main half term focus					
Writing our name Recognising and hearing initial letters in sounds that have been taught during phonics. Writing initial letters in words.	Continuation of initial letters. Beginning to write CVC and CVCC/ CCVC words Sequencing familiar stories Letter formation	Continuation of writing CVC and CVCC/ CCVC words. Beginning to write short sentences. Writing using I Generating our own ideas. Letter formation	Recalling/ recording real events and using words such as first, last. Writing short sentences. Letter formation	Writing using: first, then, last. Short sentences which may include fingers spaces and full stops. Letter formation	Describing familiar objects Independently thinking of our own ideas and using these to form sentences. Short sentence. Letter formation
EYFS Writing ELG					
Write recognisable letters, most of which are correctly formed.		Spell words by identifying sounds in them and representing the sound with letter(s).		Write simple phrases and sentences that can be read by others.	



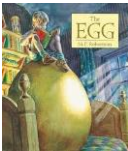


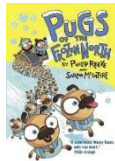
Progression Overview in Year 1

A	B	C	D	E	F
Vehicle Text					
<p>Various Katie Morag Stories</p> 	<p>Vlad and The Great Fire of London</p> 	<p>Traction Man</p> 	<p>Whose Habitat is That</p> 	<p>Jack and The Beanstalk</p> 	<p>A Walk in London</p> 
Writing Outcome and Writing Purpose					
<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Katie Morag</p> <p><b>Text:</b> Discussion</p> <p><b>Form:</b> Postcard to Katie Morag</p>	<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Diary readers</p> <p><b>Text:</b> Explanation</p> <p><b>Form:</b> Diary entry about the events of the fire</p>	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Peers</p> <p><b>Text:</b> Narrative</p> <p><b>Form:</b> Comic Strip about their favourite toy</p>	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Year 2</p> <p><b>Text:</b> Narrative</p> <p><b>Form:</b> Setting description of an animal habitat</p>	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Peers</p> <p><b>Text:</b> Narrative</p> <p><b>Form:</b> Retelling part of a story</p>	<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Reception</p> <p><b>Text:</b> Recount</p> <p><b>Form:</b> Recount of a real event- school trip to the local church.</p>
<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Peers</p> <p><b>Text:</b> Narrative</p> <p><b>Form:</b> Character description of Katie Morag</p>	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Reception</p> <p><b>Text:</b> Poetry</p> <p><b>Form:</b> Acrostic Poem about fire</p> <p><i>(additional writing: Witness Account)</i></p>	<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Other children</p> <p><b>Text:</b> Instruction</p> <p><b>Form:</b> Instructions on how to play marbles</p>	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Peers</p> <p><b>Text:</b> Poetry</p> <p><b>Form:</b> Guess the animal riddle</p>	<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Teacher</p> <p><b>Text:</b> Recount</p> <p><b>Form:</b> Recount of a real event- planting a bean.</p> <p><i>(additional writing: Instructions on how to dig a hole)</i></p>	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Each other</p> <p><b>Text:</b> Narrative</p> <p><b>Form:</b> Innovate part of a story.</p>
Whole Class Reader					
Selection of Favourite 5 books					

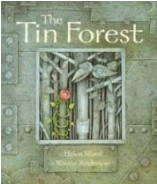
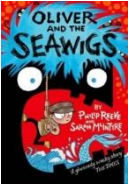
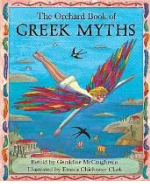

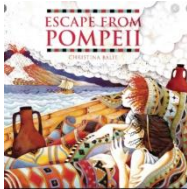
# Progression Overview in Year 2

A	B	C	D	E	F
Vehicle Text					
<p><b>Little Red</b></p> 	<p><b>Stubby: A True Story of Friendship</b></p> 	<p><b>Fantastically Great Women Who Changed the World</b></p> <p><b>The Disgusting Sandwich</b></p> 	<p><b>Toys in Space</b></p> 	<p><b>The Storm Whale</b></p> 	<p><b>I am the Seed that Grew</b></p> <p><b>Food Chain</b></p> 
Writing Outcome and Writing Purpose					
<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Peers</p> <p><b>Text:</b> Narrative</p> <p><b>Form:</b> Story with innovation</p>	<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Parents</p> <p><b>Text:</b> Recount</p> <p><b>Form:</b> Recount of our trip to the war memorial</p>	<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Parents</p> <p><b>Text:</b> Explanation</p> <p><b>Form:</b> Biography of Florence Nightingale</p>	<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Parents</p> <p><b>Text:</b> Recount</p> <p><b>Form:</b> Recount of school trip</p>	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Peers</p> <p><b>Text:</b> Narrative</p> <p><b>Form:</b> Retelling story from Whale's perspective</p>	<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Year 4</p> <p><b>Text:</b> Non-chron report</p> <p><b>Form:</b> Report on Food Chains.</p>
<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Year 1</p> <p><b>Text:</b> Instructions</p> <p><b>Form:</b> Instructions on how to grow a magic bean stalk/build a wolf-proof house</p>	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Year 6</p> <p><b>Text:</b> Narrative</p> <p><b>Form:</b> Character description of Stubby</p>	<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Peers</p> <p><b>Text:</b> Instruction</p> <p><b>Form:</b> Recipe for the best sandwich</p>	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Peers</p> <p><b>Text:</b> Narrative</p> <p><b>Form:</b> Alternative ending.</p>	<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Y4</p> <p><b>Text:</b> Recount</p> <p><b>Form:</b> Recount of our habitat exploration/map work.</p>	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Each other</p> <p><b>Text:</b> Poetry</p> <p><b>Form:</b> Rhyming couplet.</p>
Whole Class Reader					
Selection of Favourite 5 books					

# Progression Overview in Year 3

A	B	C	D	E	F
Vehicle Text					
<b>Stone Age Boy</b> 	<b>Iron Man</b> 	<b>The Egg</b> 	<b>Marcy and the Riddle of the Sphinx</b> 	<b>The Secret Sky Garden</b> 	<b>Treasure Island</b> 
Writing Outcome and Writing Purpose					
<b>Purpose:</b> To entertain <b>Audience:</b> Year 3 <b>Text:</b> recount <b>Form:</b> Diary entry, recounting part of the story	<b>Purpose:</b> To persuade <b>Audience:</b> Mrs Clough <b>Text:</b> persuasive email <b>Form:</b> email to Mrs Clough, persuading her to do something about the found item.	<b>Purpose:</b> To inform <b>Audience:</b> Y3 <b>Text:</b> instructions <b>Form:</b> instructions on how to teach a dragon	<b>Purpose:</b> To Inform <b>Audience:</b> Marcy's Mum <b>Text:</b> Narrative - description <b>Form:</b> Letter from Macey describing the ship	<b>Purpose:</b> To persuade <b>Audience:</b> Mrs Clough <b>Text:</b> persuasive letter <b>Form:</b> persuasive letter asking MRs C to let us create a wild garden	<b>Purpose:</b> To entertain <b>Audience:</b> KS2 (assembly) <b>Text:</b> poetry <b>Form:</b> Sea Haiku (seaview by John Foster)
<b>Purpose:</b> To entertain <b>Audience:</b> Y2 Teacher <b>Text:</b> narrative <b>Form:</b> Own portal story beginning.	<b>Purpose:</b> To entertain <b>Audience:</b> Year 3 <b>Text:</b> Narrative <b>Form:</b> Design own creature and write alternative story ending for them	<b>Purpose:</b> To entertain <b>Audience:</b> another class <b>Text:</b> Poetry <b>Form:</b> Repetition poems inspired by Tell me a Dragon	<b>Purpose:</b> To inform <b>Audience:</b> Web page <b>Text:</b> non-chron report <b>Form:</b> Wikipedia page on own God.	<b>Purpose:</b> To inform <b>Audience:</b> Ms Marshall-Clark <b>Text:</b> non-chron report <b>Form:</b> encyclopaedia excerpt on own plant	<b>Purpose:</b> To entertain <b>Audience:</b> another class <b>Text:</b> Narrative: <b>Form:</b> Build up of an adventure story – characters find the treasure
Whole Class Reader/Link Texts					
Ug/ Stone Age Tales by Terry Deary Leon and the Place Between	Cloud Busting	The Boy Who Grew Dragons Tell me a dragon	There's a Pharaoh in the Bath A Mummy Ate my Homework The Story of Tutenkhamun	Peculiar Plants Wanted: The Perfect Pet	Treasure Island (Abridged) Sea Poems – John Foster
Selection of Favourite 5 books					

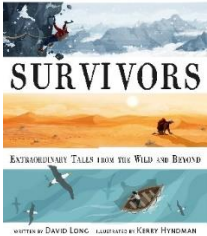
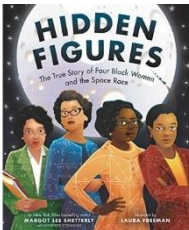
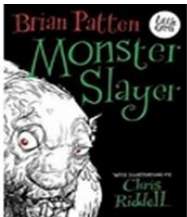


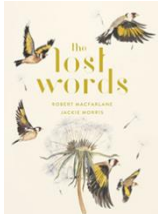
# Progression Overview in Year 4

A	B	C	D	E	F
Vehicle Text					
<p><b>The Tin Forest</b></p> <p><i>Helen Ward</i></p> 	<p><b>Oliver and the Seawigs</b></p> <p><i>Philip Reeve</i></p> 	<p><b>The Orchard Book of Greek Myths</b></p> <p><i>Geraldine McCaughrean</i></p> 	<p><b>The Barnabus Project</b></p> <p><i>The Fan Brothers</i></p> 	<p><b>A World of Food</b></p> <p><i>Carl Warner</i></p> 	<p><b>Escape from Pompeii</b></p> <p><i>Christina Balit</i></p> 
Writing Outcome and Writing Purpose					
<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Year 4 children</p> <p><b>Type:</b> Narrative</p> <p><b>Form:</b> Descriptive opening (create own forest – one day an animal flies in).</p>	<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Oliver Crisp</p> <p><b>Type:</b> Recount</p> <p><b>Form:</b> Diary</p> <p>Diary entry by Oliver Crisp on his first day of moving into his new house.</p>	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Year 3</p> <p><b>Type:</b> Narrative</p> <p><b>Form:</b> Myths</p> <p>Children create their own myth based upon the Midas Touch.</p>	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> UKS2 Children</p> <p><b>Type:</b> Narrative - description</p> <p><b>Form:</b> Description of one of the scenes from the story.</p>	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Hollinhey (assembly)</p> <p><b>Type:</b> Poetry</p> <p><b>Form:</b> Metaphor</p> <p>Create own version of the poems in the book (choosing a colour).</p>	<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Character’s loved one</p> <p><b>Type:</b> Recount</p> <p><b>Form:</b> Letter</p> <p>A letter to your cousin in Rome explaining how you escaped from Pompeii during the eruption of Vesuvius.</p>
<p><b>Purpose:</b> To persuade</p> <p><b>Audience:</b> Parents</p> <p><b>Type:</b> Persuasion</p> <p><b>Form:</b> Speech – persuasive speech to convince people to help endangered animal.</p>	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Family member</p> <p><b>Type:</b> Poetry</p> <p><b>Form:</b> Alliterative (to be used inside Christmas card).</p>	<p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Year 4</p> <p><b>Type:</b> Non-chronological report</p> <p><b>Form:</b> Non-chronological report on a character from one of the Greek myths.</p>	<p><b>Purpose:</b> To Persuade</p> <p><b>Audience:</b> The Lost Thing</p> <p><b>Type:</b> Persuasion</p> <p><b>Form:</b> Letter – from one of the failed projects asking to be let out of the bell jar.</p>	<p><b>Purpose:</b> To persuade</p> <p><b>Audience:</b> UK Tourists (families)</p> <p><b>Type:</b> Persuasion</p> <p><b>Form:</b> Leaflet – a leaflet persuading people to visit Athens.</p>	<p><b>Purpose:</b> To discuss</p> <p><b>Audience:</b> Teacher</p> <p><b>Type:</b> Discussion</p> <p><b>Form:</b> Biased Essay</p> <p>The Roman’s had a positive impact on Britain.</p>

Whole Class Reader/Link Texts					
<b>Leaf</b> <i>Sandra Dieckmann</i>	<b>Loki</b> <i>Louie Stowell</i>	<b>Greek Myths</b> <i>Marcia Williams</i>	<b>The Lost Thing</b> <i>Shaun Tan</i> <b>The Fastest Boy in the World</b> <i>Elizabeth Laird</i>	<b>Krindlekrax</b> <i>Philip Ridley</i>	<b>You Wouldn't Want to be a Roman Soldier!</b> <i>David Stewart</i>
Selection of Favourite 5 books					



# Progression Overview in Year 5

A	B	C	D	E	F
Vehicle Text					
<b>Survivors</b> 	<b>Hidden Figures</b> 	<b>Monster Slayer</b> 	<b>Beowulf</b> 	<b>Blackberry Blue</b> <b>Fairy Tales</b> 	<b>Lost Words</b> 
Writing Outcome and Writing Purpose					
<b>Purpose:</b> To entertain  <b>Audience:</b> UKS2 pupils  <b>Text:</b> Narrative  <b>Form:</b> Setting description of sandstorm	<b>Purpose:</b> To inform  <b>Audience:</b> Anyone  <b>Text:</b> Recount  <b>Form:</b> Biography of Space Explorer	<b>Purpose:</b> To inform  <b>Audience:</b> UKS2 pupils  <b>Text:</b> Non-chronological report  <b>Form:</b> Encyclopaedia exert on mythological beast	<b>Purpose:</b> To entertain  <b>Audience:</b> UKS2 pupils  <b>Text:</b> Narrative  <b>Form:</b> Norse Myth – inc character description and setting	<b>Purpose:</b> To entertain  <b>Audience:</b> KS2 pupils  <b>Text:</b> Narrative  <b>Form:</b> Intro to short story in a local setting/Modern Fairy tale	<b>Purpose:</b> To entertain  <b>Audience:</b> Anyone  <b>Text:</b> Poetry  <b>Form:</b> Own ‘Lost Words’ Poem – range of style including simile, metaphor and personification.
<b>Purpose:</b> To inform  <b>Audience:</b> KS2 pupils  <b>Text:</b> Non-chronological report  <b>Form:</b> Explanation of volcanoes	<b>Purpose:</b> To persuade  <b>Audience:</b> Fictional recipient of application letter  <b>Text:</b> Persuasion  <b>Form:</b> Letter of application	<b>Purpose:</b> To persuade  <b>Audience:</b> Anyone  <b>Text:</b> Persuasive Speech  <b>Form:</b> Beowulf arguing to kill Grendel	<b>Purpose:</b> To discuss  <b>Audience:</b> Anyone  <b>Text:</b> Discussion  <b>Form:</b> Debate - Would you rather have been an Anglo-Saxon, Viking or Norman?	<b>Purpose:</b> To inform  <b>Audience:</b> Anyone  <b>Text:</b> Explanation  <b>Form:</b> Guidebook - Things to do around Sutton & Langley	<b>Purpose:</b> To discuss  <b>Audience:</b> Anyone  <b>Text:</b> Discussion  <b>Form:</b> Blog - Changes in language



Whole Class Reader		
<b>Survivors</b> David Long and Kerry Hyndman	<b>Beowulf</b> <i>Michael Morpurgo</i>	<b>Malamander</b> <i>Thomas Taylor</i>
Selection of Favourite 5 books		

# Progression Overview in Year 6

A	B	C	D	E	F
Vehicle Text					
<p><b>The Explorer</b> The Grek Kapok Tree (Picture Book)</p> 	<p><b>WW1 Poems</b> The Highway Man (Narrative Poetry)</p> 	<p><b>The Chocolate Tree</b> (Folk Tale) Rain Player (Picture Book) (Narrative)</p> 	<p><b>What Mr Darwin Saw</b> (Picture Book) When Darwin Sailed the Sea (Non-fiction)</p> 	<p><b>Holes</b></p> 	<p><b>Holes</b></p> 
Writing Outcome and Writing Purpose					
<p><b>Purpose:</b> To entertain <b>Audience:</b> Themselves <b>Text:</b> Narrative Cliffhanger <b>Form:</b> Descriptive Opening to a story about finding themselves in the Amazon Rainforest</p>	<p><b>Purpose:</b> To entertain <b>Audience:</b> The School <b>Text:</b> Poetry <b>Form:</b> Performance Poem: to perform on Armistice Day</p>	<p><b>Purpose:</b> To inform <b>Audience:</b> Peers <b>Text:</b> Instructions: <b>Form:</b> How to play Pok-a-Tok</p>	<p><b>Purpose:</b> To entertain <b>Audience:</b> Themselves <b>Text:</b> Fictional Recount <b>Form:</b> Diary/Journal of Syms Covington, Cabin Boy on the HMS Beagle</p>	<p><b>Purpose:</b> To entertain <b>Audience:</b> Themselves <b>Text:</b> Narrative <b>Form:</b> Missing Chapter</p>	<p><b>Purpose:</b> To persuade <b>Audience:</b> Child Services <b>Text:</b> Explanation <b>Form:</b> Formal letter to explain and persuade about changes needed at Camp Green Lake</p>
<p><b>Purpose:</b> To inform <b>Audience:</b> Peers <b>Text:</b> Non Chronological Report <b>Form:</b> Encyclopaedic Page on an Animal of the Amazon</p>	<p><b>Purpose:</b> To inform <b>Audience:</b> Adult Public <b>Text:</b> Recount <b>Form:</b> Newspaper Report on Events in The Highwayman</p>	<p><b>Purpose:</b> To discuss <b>Audience:</b> The Headteacher <b>Text:</b> Analytical Essay <b>Form:</b> Which Maya legacy has had the greatest impact on our society today?</p>	<p><b>Purpose:</b> To Inform <b>Audience:</b> Their parents <b>Text:</b> Formal Recount <b>Form:</b> Biography of Charles Darwin</p>	<p><b>Purpose:</b> To inform <b>Audience:</b> Parent <b>Text:</b> Recount <b>Form:</b> Informal Letter Home</p>	<p><b>Purpose:</b> To discuss <b>Audience:</b> Each other <b>Text:</b> Debate <b>Form:</b> Biased Essay on Juvenile crime &amp; Punishment</p>

	(additional writing: Witness Account)			(additional writing: Instructions on how to dig a hole)	
Whole Class Reader					
The Explorer		Darwin’s Dragons		Holes	
Selection of Favourite 5 books					

## Hollinhey SPaG Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Terminology</b>					
Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, noun, verb, adjective.	All terminology from year group/s below plus:  Verb, tense (past, present, future), adjective, noun, expanded noun phrase, conjunction (co-ordinating and subordinating), compound, suffix, adverb, apostrophe (contraction and possession), comma, Statement, exclamation, command, question.	All terminology from year group/s below plus:  Word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause	All terminology from year group/s below plus:  Determiner, pronoun, possessive pronoun, adverbial	All terminology from year group/s below plus:  Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity, simile	All terminology from year group/s below plus:  Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points, antonym
<b>Punctuation</b>					
I can separate words with finger spaces.	I can use capital letters, full stops, question marks and exclamation marks to accurately demarcate sentences	I can use inverted commas to punctuate direct speech.	I can use inverted commas and other punctuation to indicate direct speech.  I can use a new line for a new speaker when writing direct speech.	I can use brackets, dashes or commas to indicate parenthesis.	I can use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i> ]
I can punctuate sentences with a capital letter, full stop, question mark and exclamation mark.	I can use commas to separate items in a list		I can use apostrophes to mark plural possession.	I can use commas to clarify meaning or avoid ambiguity.	I can use the colon to introduce a list and use of semi-colons within lists

I can ask and write questions using: who, what, where, why, when and how.					
I can punctuate the days of the week, names of people or places personal pronoun "I" with a capital letter.	I can use apostrophes to mark where letters are missing (for contraction) and to mark singular possession.		I can use commas after fronted adverbials.		How hyphens can be used to avoid ambiguity [for example, man eating shark versus man- eating shark, or recover versus re-
<b>Grammar- word level</b>					
I can identify nouns.  I can use regular plural noun suffixes –s or –es.	I can form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]	I can form nouns using a range of prefixes [for example super–, anti–, auto–]	I can understand grammatical difference between plural and possessive –s	I can convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i> ]
I can identify verbs.  I can add suffixes to verbs where no change is needed in the spelling of root words	I can form adjectives using suffixes such as –ful, –less	I can use a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	I can use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	I can use verb prefixes [for example, dis–, de–, mis–, over– and re–]	How words are related by meaning as synonyms and antonyms [for example, big, large, little].
I can identify adjectives.  I can understand how the prefix <i>un–</i> changes the meaning of verbs and adjectives	I can use of the suffixes –er, –est in adjectives and the use of –ly in standard English to turn adjectives into adverbs	I can make and understand word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]			
<b>Grammar- sentence level</b>					
I can combine words to make sentences	I can use subordination (using when, if, that,	I can express time, place and cause using conjunctions [for example,	I can use technical nouns for precision.	I can use relative clauses beginning with who, which, where, when, whose, that,	I can use the passive to affect the presentation of information in a sentence [for example, I broke the

	because) and co- ordination (using or, and, but).	when, before, after, while, so, because]  I can use subordinating conjunctions (when, before, after, until, while and since) at the start of and within my sentences.	I can use pronouns or nouns appropriately within And across sentences.  I can use phrases expanded by the addition of modifying adjectives, nouns and preposition phrases can combine words to make sentences (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	or an omitted relative pronoun.	window in the greenhouse versus The window in the greenhouse was broken (by me)].
I can join words and clauses using and, but, so and or.	I can use expanded noun phrases.	I can use adverbs [for example, then, next, soon, therefore]	I can use fronted adverbials for when and where [for example, Later that day, I heard the bad news.]	I can indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	I can understand the difference between structures typical of informal speech and formal speech and apply appropriately in writing [for example, the use of question
	I can identify and use statements, questions exclamations or commands.	I can use prepositions [for example, before, after, during, in, because of]	I can create complex sentences with adverb starters.	I can create and use complex sentences using 'ing' / 'ed' opening clauses.	I can identify and use statements, questions exclamations or commands.
<b>Grammar- text level</b>					
I can sequence sentences to form short narratives	I can correctly and consistently use present and past tense throughout my writing	I can use paragraphs as a way to group related material	I can use paragraphs to organise ideas around a theme	I can use devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i> ]	I can link ideas across paragraphs using a wider range of cohesive devices such as repetition of a word or phrase.
	I can use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	I can use headings and sub-headings to aid presentation	I can recognise and use 1st person, 2nd person and 3rd person nouns.	I can use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	I can use headings and sub-headings to aid presentation

		I can use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]			I can use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] to organise my writing.
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### Handwriting

<p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>I can form capital letters correctly.</p> <p>I can form digits 0-9.</p> <p>I can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>I can form lower-case letters of the correct size relative to one another.</p> <p>I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can use spacing between words that reflects the size of the letters.</p>	<p>I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>I can 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 the ascenders and descenders of letters do not touch].</p>	<p>I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>I can 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 the ascenders and descenders of letters do not touch].</p>	<p>I can write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the right implement that is best suited for a task.</p>	<p>I can write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the right implement that is best suited for a task.</p>
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### Progression documentation



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Progression in text type -



## Progression in knowledge and skills –



writing-planning-plat  
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Year 1



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Year 2



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Year 3



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Year 4



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Year 5



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Year 6



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Assessment for writing Years 1-6