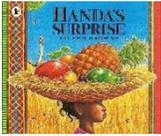
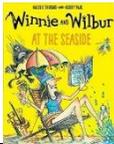




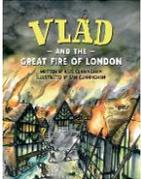
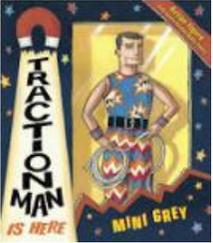
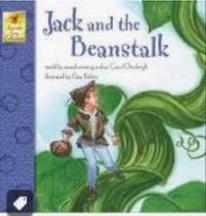
Curriculum Progression Writing

R. Marshall-Clarke Sept 2023

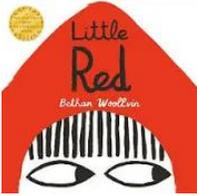
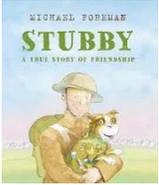
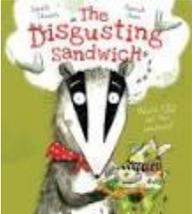
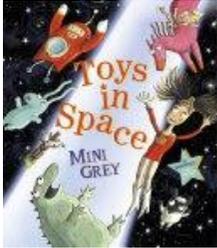
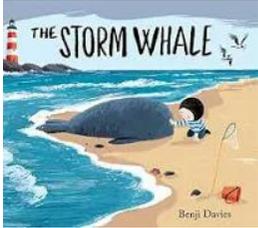
Progression Overview in Reception

A	B	C	D	E	F
Vehicle Text					
The Colour Monster 	The Three Little Pigs 	The Gingerbread Man 	Handa's Surprise 	The Very Hungry Caterpillar 	Winnie and Wilbur at the Seaside 
Writing Outcome and Writing Purpose					
Purpose: To inform Text: Explanation What makes me happy?	Purpose: To inform Text: Explanation Sequencing the story (images) of <i>The Three Little Pigs</i> .	Purpose: To entertain Text: Narrative Who else did <i>The Gingerbread Man</i> run away from?	Purpose: To inform Text: Explanation What fruit did Handa take to her friend?	Purpose: To inform Text: Explanation The life cycle of a butterfly.	Purpose: To entertain Text: Poetry A list poem of what I might find at the beach.
Purpose: To entertain Text: Narrative Creating our own colour monster	Purpose: To entertain Text: Narrative Farm animal guide book	Purpose: To inform Text: Explanation How to catch <i>The Gingerbread Man</i> .	Purpose: To entertain Text: Recount What is happening at this part of the story.	Purpose: To entertain Text: Narrative What did I eat? Written as if I were <i>The Very Hungry Caterpillar</i> .	Purpose: To inform Text: 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.	

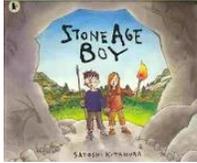
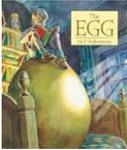
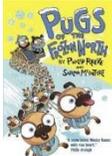
Progression Overview in Year 1

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>Purpose: To inform Audience: Katie Morag Text: Discussion Form: Postcard to Katie Morag</p>	<p>Purpose: To inform Audience: Diary readers Text: Explanation Form: Diary entry about the events of the fire</p>	<p>Purpose: To entertain Audience: Peers Text: Narrative Form: Comic Strip about their favourite toy</p>	<p>Purpose: To entertain Audience: Year 2 Text: Narrative Form: Setting description of an animal habitat</p>	<p>Purpose: To entertain Audience: Peers Text: Narrative Form: Retelling part of a story</p>	<p>Purpose: To inform Audience: Reception Text: Recount Form: Recount of a real event- school trip to the local church.</p>
<p>Purpose: To entertain Audience: Peers Text: Narrative Form: Character description of Katie Morag</p>	<p>Purpose: To entertain Audience: Reception Text: Poetry Form: Acrostic Poem about fire <i>(additional writing: Witness Account)</i></p>	<p>Purpose: To inform Audience: Other children Text: Instruction Form: Instructions on how to play marbles</p>	<p>Purpose: To entertain Audience: Peers Text: Poetry Form: Guess the animal riddle</p>	<p>Purpose: To inform Audience: Teacher Text: Recount Form: Recount of a real event- planting a bean. <i>(additional writing: Instructions on how to dig a hole)</i></p>	<p>Purpose: To entertain Audience: Each other Text: Narrative Form: Innovate part of a story.</p>
Whole Class Reader					
Selection of Favourite 5 books					

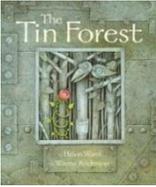
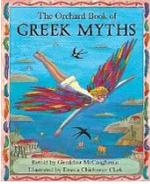
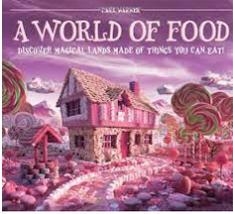
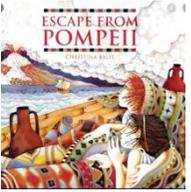
Progression Overview in Year 2

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

Progression Overview in Year 3

A	B	C	D	E	F
Vehicle Text					
Stone Age Boy 	Iron Man 	The Egg 	Marcy and the Riddle of the Sphynx 	The Secret Sky Garden 	Treasure Island 
Writing Outcome and Writing Purpose					
Purpose: To entertain Audience: Year 3 Text: recount Form: Diary entry, recounting part of the story	Purpose: To persuade Audience: Mrs Clough Text: persuasive email Form: email to Mrs Clough, persuading her to do something about the found item.	Purpose: To inform Audience: Y3 Text: instructions Form: instructions on how to teach a dragon	Purpose: To Inform Audience: Marcy's Mum Text: Narrative - description Form: Letter from Macey describing the ship	Purpose: To persuade Audience: Mrs Clough Text: persuasive letter Form: persuasive letter asking MRs C to let us create a wild garden	Purpose: To entertain Audience: KS2 (assembly) Text: poetry Form: Sea Haiku (seaview by John Foster)
Purpose: To entertain Audience: Y2 Teacher Text: narrative Form: Own portal story beginning.	Purpose: To entertain Audience: Year 3 Text: Narrative Form: Design own creature and write alternative story ending for them	Purpose: To entertain Audience: another class Text: Poetry Form: Repetition poems inspired by Tell me a Dragon	Purpose: To inform Audience: Web page Text: non-chron report Form: Wikipedia page on own God.	Purpose: To inform Audience: Ms Marshall-Clark Text: non-chron report Form: encyclopaedia excerpt on own plant	Purpose: To entertain Audience: another class Text: Narrative: Form: 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

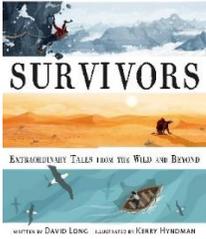
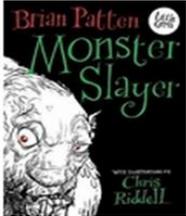
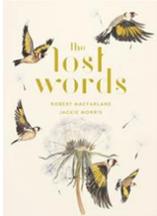
A	B	C	D	E	F
Vehicle Text					
<p>The Tin Forest</p> <p><i>Helen Ward</i></p> 	<p>Oliver and the Seawigs</p> <p><i>Philip Reeve</i></p> 	<p>The Orchard Book of Greek Myths</p> <p><i>Geraldine McCaughrean</i></p> 	<p>The Barnabus Project</p> <p><i>The Fan Brothers</i></p> 	<p>A World of Food</p> <p><i>Carl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

Whole Class Reader/Link Texts

Leaf <i>Sandra Dieckmann</i>	Loki <i>Louie Stowell</i>	Greek Myths <i>Marcia Williams</i>	The Lost Thing <i>Shaun Tan</i> The Fastest Boy in the World <i>Elizabeth Laird</i>	Krindlekrax <i>Philip Ridley</i>	You Wouldn't Want to be a Roman Soldier! <i>David Stewart</i>
--	-------------------------------------	--	--	--	---

Selection of Favourite 5 books

Progression Overview in Year 5

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

Whole Class Reader

Survivors

David Long and Kerry Hyndman

Beowulf

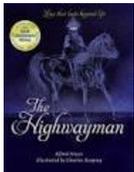
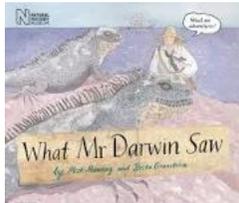
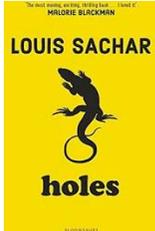
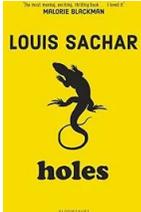
Michael Morpurgo

Malamander

Thomas Taylor

Selection of Favourite 5 books

Progression Overview in Year 6

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

	<i>(additional writing: Witness Account)</i>			<i>(additional writing: Instructions on how to dig a hole)</i>	
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
Terminology					
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
Punctuation					
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-

Grammar- word level

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]			

Grammar- sentence level

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.
Grammar- text level					
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.
--	--	---	--	--	--

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>
--	---	--	--	---	---

Progression documentation



progression_in_text_t
ype_documents.pdf

Progression in text type -

Progression in knowledge and skills –



writing-planning-plat
forms-y1.pdf

Year 1



writing-planning-plat
forms-y2.pdf

Year 2



writing-planning-plat
forms-y3.pdf

Year 3



writing-planning-plat
forms-y4.pdf

Year 4



writing-planning-plat
forms-y5.pdf

Year 5



writing-planning-plat
forms-y6.pdf

Year 6



hfl-writing-teacher-a
ssessment-framework

Assessment for writing Years 1-6