

Writing Whole School Progression Grid 2020-21

(adapted from the Durham Progression Grids)

<u>Year Groups</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3 / 4</u>	<u>Year 5 / 6</u>
<u>Writing</u> <u>Composition</u>	Pupils should be taught to: • write sentences by: ◇ saying out loud what they are going to write about ◇ composing a sentence orally before writing it ◇ sequencing sentences to form short narratives ◇ re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher	Pupils should be taught to: • develop positive attitudes towards and stamina for writing by: ◇ writing narratives about personal experiences and those of others (real and fictional) ◇ writing about real events ◇ writing poetry ◇ writing for different purposes - consider what they are going to write before beginning by: ◇ planning or saying out loud what they are going to write about ◇ writing down ideas and/or key words, including new vocabulary ◇ encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: ◇ evaluating their writing with the teacher and other pupils	Pupils should be taught to: • plan their writing by: ◇ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ◇ discussing and recording ideas draft and write by: ◇ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) ◇ organising paragraphs around a theme ◇ in narratives, creating settings, characters and plot ◇ in non-narrative material, using simple organisational devices (for examples headings and	Pupils should be taught to: • plan their writing by: ◇ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ◇ noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed • draft and write by: ◇ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance

		◇ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ◇ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear	sub-headings) • evaluate and edit by: ◇ 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 -proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	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 (e.g. headings, bullet points, underlining) evaluate and edit by: ◇ 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
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				writing ◇ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors ◇ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
<u>Writing</u> <u>Handwriting</u>	Pupils should be taught to: -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' (i.e. letters that are formed in similar ways) and to	Pupils should be taught to: -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 unjoined • write capital letters and digits of the correct size, orientation and	Pupils should be taught to: -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 • increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced	Pupils should be taught to: -write legibly, fluently and with increasing speed by: ◇ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters ◇ choosing the writing implement that is best suited for a task

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	practise these	relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters	sufficiently so that the ascenders and descenders of letters do not touch	
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