



Writing Overview (Skills Progression)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Punctuation</b>	Full stop Capital letter (I and names) Question mark Exclamation mark Finger spaces	Commas in a list Apostrophe for contraction Apostrophe for singular possession	Inverted commas	Apostrophe for plural possession Comma after fronted adverbial	Pair of dashes, commas and brackets for parenthesis Commas to avoid ambiguity	Colon Semi-colon Dash (single) Bullet points Hyphens
<b>Sentence structure</b>	'and' (to join phrases and clauses)	'and, or, but' co-ordinating conjunctions 'because, if, when' subordinating conjunctions Noun phrases 4 forms of sentence	'when, before, after, so, because' to show time, place, cause 'next, soon, therefore' adverbs 'before, after, during, because of' prepositions	Fronted adverbials Expanded noun phrases	Relative clauses Adverbs and modal verbs to indicate degrees of possibility	Active and passive form Subjunctive form
<b>Coherence and Cohesion</b>	As above Understanding what a sentence is	As above Understanding what the 4 forms of sentences are – statement, command, question, exclamation Present, past tense & progressive form of verbs	Introduce paragraphs Headings Sub headings Subordinate clauses Direct speech Present perfect form of verbs	Paragraphs/sections Dialogue to create character/ move the action on Choice of pronoun/noun to avoid repetition	Cohesive devices within a paragraph Adverbials of time to link ideas across paragraphs	Cohesive devices- repetition of a word/phrase, Adverbials Ellipsis Layout devices (bullets etc)
<b>Composition and Effect</b>	High-quality texts Meaningful tasks Ownership encouraged	High-quality texts Meaningful tasks Ownership encouraged	High-quality texts Meaningful tasks Ownership developed	High-quality texts Meaningful tasks Ownership developed	High-quality texts Meaningful tasks Ownership embedded	High-quality texts Meaningful tasks Ownership embedded

	Range of purposes (implicit)	Range of purposes (explicit) Audience identified where appropriate	Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	Range of purposes (explicit) Audience & formality identified Formality is maintained across writing – grammar, vocab and sentence structure	Range of purposes (explicit) Audience & formality identified Formality is maintained across writing – grammar, vocab and sentence structure
<b>Proof-reading &amp; Editing</b>	Say it, count it, write it, check it Modelled proof reading Modelled editing	Say it, count it, write it, check it Modelled & application of proof reading Modelled and application of editing	Scaffolded editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing
<b>Word classes</b>		Adjective Adverb Noun Verb	Preposition Conjunction Word family	Determiner Pronoun Possessive pronoun	Revision of previous learning	Revision of previous learning
<b>Spelling</b>	Plural suffixes 's', 'es' Verb suffixes 'ing, ed, er' Prefix 'un' Common exception words	Suffixes 'ness, er, est, ly' Adjectives 'ful, less' Homophones Common exception words	Prefixes 'super, anti, auto' Year group word list Spelling Appendix	Year group word list Spelling Appendix	Nouns & adjectives to verbs using suffixes 'ate, ise, ify' Verb prefixes 'dis, de, mis, over, re' Year group word list	Informal/formal vocabulary Synonyms & antonyms Year group word list Spelling Appendix

	Spelling Appendix	Spelling Appendix			Spelling Appendix	
<b>Handwriting</b>	Finger spaces Form letters in the correct direction, start and finish in the right place	Spacing Form letters of the correct size (relative to one another) Begin to use some of the diagonal and horizontal strokes Write capital letters correct size, orientation and relationship to one another	Diagonal and horizontal strokes that are needed to join letters Legibility Joined handwriting	Diagonal and horizontal strokes that are needed to join letters Legibility Joined handwriting	Legible Fluent Increasing speed	Legible Fluent Increasing speed

**Appendix 1 - Planning Writing Tasks**

**KS1 – range of purpose (implicit)**

**For years 1 and 2 most important:**

- ✓ High-quality texts
  - ✓ Meaningful tasks
  - ✓ Grammar taught in a context
  - ✓ Purpose of writing can be discussed
  - ✓ Audience may be appropriate: in letter writing; writing in role for diary etc... GDS pupils in Y2 will need an understanding of evidence
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- Recount
  - Entertain
  - Instruct
  - Persuade
  - Report
  - Explain
  - Inform

Task (What)	Purpose (Why)	Audience, if appropriate (Who)	Form (How)

**KS2 – range of purpose (explicit)**

**Audience and Formality:**

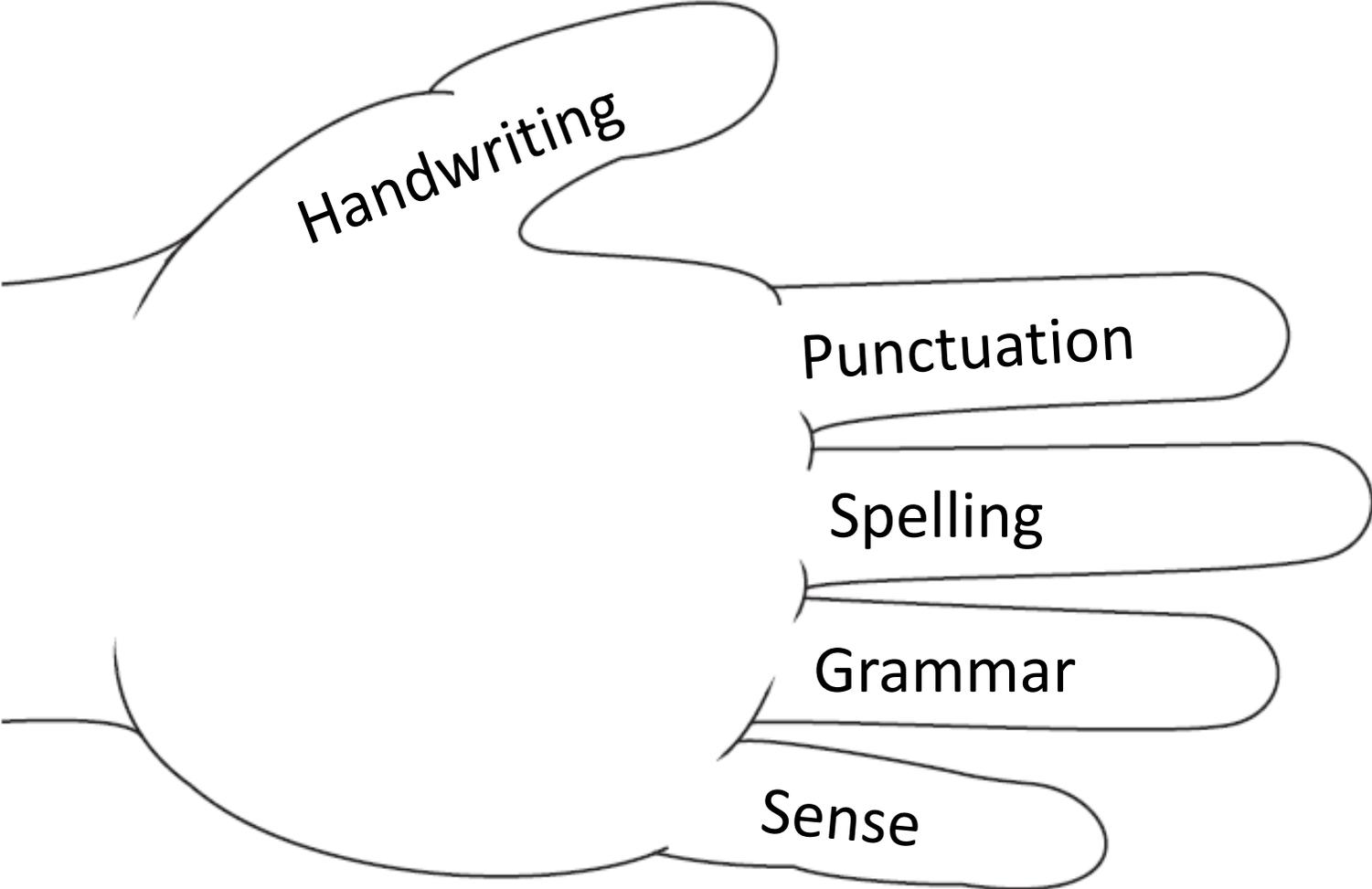
- ✓ Audience needs to be discussed and taught in the planning stage
- ✓ Formality modelled using @GalwayMr's diagram
  
- Recount
- Entertain
- Instruct
- Persuade
- Report
- Explain
- Inform

Task (What)	Purpose (Why)	Audience, if appropriate (Who)	Form (How)

Appendix 2 – Reading and Writing Journey

<p>Reading and Writing Journey</p>	<p>READ</p> 	<p>COMPREHENSION</p> 	<p>ANALYSE</p> 	<p>PLAN</p> 
<p>DRAFT</p> 	<p>WRITE</p> 	<p>EVALUATE AND EDIT</p> 	<p>PROOFREAD</p> 	<p>READ ALOUD</p> 

Appendix 3 – Proof-reading Hand



#### Appendix 4 – Teaching Formality

- ✓ Dressing for the occasion: choose your vocabulary, grammar and punctuation to match the form.
- ✓ @GalwayMr

