

## Writing Progression Map

### LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Writing to INFORM	Writing to ENTERTAIN Writing to PERSUADE	Writing to INFORM	Writing to ENTERTAIN	Writing to ENTERTAIN	Writing to ENTERTAIN
<b>Year 1</b>	Writing to ENTERTAIN Writing to PERSUADE	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN	Writing to INFORM	Writing to INFORM
<b>Year 2</b>	Writing to ENTERTAIN	Writing to ENTERTAIN	Writing to INFORM Writing to PERSUADE	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
<b>Year 3</b>	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
<b>Year 4</b>	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
<b>Year 5</b>	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to ENTERTAIN	Writing to INFORM	Writing to DISCUSS
<b>Year 6</b>	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to ENTERTAIN	Writing to INFORM	Writing to DISCUSS

At Pimperne we want our children to clearly understand the purpose for writing and enjoy becoming authors.

EYFS Focus: to entertain and inform. KS1 Focus: to entertain and inform.

LKS2 Focus: to inform, entertain and persuade. UKS2 Focus: to inform, entertain, persuade and discuss.

Our four writing purposes are identified and displayed using the symbols below:

Michael Tidd Resources – Text Features to ensure progression [4-writing-purposes-guidance1.pdf \(wordpress.com\)](https://www.wordpress.com/4-writing-purposes-guidance1.pdf)



## Writing Progression Map

### Writing to Entertain

	EYFS	KS1	LKS2	UKS2
<b>Text Types</b>	Narratives – Personal experiences Narratives - Experiences of others real or imagined. Poetry	Stories (including re-tellings) Descriptions Poetry In-character/role	Stories Descriptions Poetry Characters/settings	Narrative Descriptions Poetry Characters/settings
<b>Text Features</b>	Time sequenced.	Time sequenced. Begin to differentiate between past and present tense to suit purpose.	Detailed description. Use paragraphs to organize in time sequence.	Detailed description. Use paragraphs to organise in time sequence.
<b>Grammar &amp; Sentence Types –</b> <i>See also grammar progression document – word structure &amp; <a href="#">NC appendix 2</a></i>	Think of, Say and write a simple sentence. Make writing exciting using <b>adjectives</b> . Begin to know sentences can be extended using a <b>conjunction</b> .	Use <b>coordinating conjunctions</b> to link two main ideas, <b><i>They pulled <u>and</u> pulled at the turnip to get it out.</i></b> Use <b>noun phrases</b> which add detail to description, <b><i>very old grandma, brave woodchopper</i></b> Use the progressive form for verbs, <b><i>Goldilocks <u>was walking</u> through the woods.</i></b> Use exclamation sentences where appropriate, <b><i>What big eyes you have, Grandma!</i></b>	Use fronted adverbials to show how/when an event occurs, <b><i>Without a sound... After a moment...</i></b> Use expanded noun phrases to add detail & description, <b><i>...the dark gloomy cupboard under the stairs...</i></b> Use subordinate clauses to add detail or context, <b><i>Although Theseus was scared, he prepared to enter the maze.</i></b> Use nouns & pronouns for clarity and cohesion, <b><i>They crept into Minos's great labyrinth. Inside the maze...</i></b> *Opportunities for comparing different forms of past tense (progressive and simple)	Use subordinate clauses to add detail or context, including in varied positions. <b><i>Although Theseus was scared, he prepared to enter the maze. Theseus, although he was scared, prepared to enter the maze.</i></b> Use relative clauses to add detail or context, <b><i>Amy grabbed the torch, which she'd strapped to her belt, quickly.</i></b> Use a wide range of sentence structures to add interest, * Use a range of tenses to indicate changes in timing, sequence, etc.
<b>Punctuation</b>	➤ Think of, say and write a simple sentence, <b>sometimes use a capital letter and a full stop.</b>	➤ Use finger spaces between words. ➤ Use capital letters & full stops to mark sentences. ➤ Use capital letter for first person 'I' ➤ Use apostrophes to mark contractions, e.g., didn't. ➤ Use exclamation marks, particularly in relation to speech. ➤ Begin to use inverted commas to mark direct speech where appropriate.	➤ Use full punctuation for direct speech, including punctuation within and before inverted commas, Mum asked, "Will you be home for tea?" ➤ Secure use of apostrophes for possession, including for plural nouns. ➤ Use commas after fronted adverbials and subordinate clauses. ➤ May begin to use dashes for emphasis	➤ Use brackets for incidentals, Amy saw Katie (her best friend) standing outside. ➤ Use dashes to emphasise additional information, The girl was distraught - she cried for hours. ➤ Use colons to add further detail in a new clause, The girl was distraught: she cried for hours. ➤ Use semi-colons to join related clauses, some think this is awful; others disagree.
<b>Vocabulary</b>	<b>Conjunctions:</b> and, but, so, or	<b>Adverbials:</b> First, Then, Next, After, Later, The next day... <b>Conjunctions:</b> and, but, so, or, when	<b>Adverbials:</b> Soon, Meanwhile, As... The next day... Later... Carefully, Without a thought... <b>Conjunctions:</b> if, when, because, while, as, until, whenever, once.	<b>Adverbials:</b> Meanwhile, Later that day, Silently, Within moments, All night, Nearby, Under the treetops, Never before, -ing openers -ed openers <b>Conjunctions:</b> if, when, because, while, as until, whenever, once, since, although, unless, rather.

## Writing Progression Map

### Further Genre Progression – Writing to Entertain

Narratives							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	EYFS
	<p>Orally saying or writing stories of others and their own.</p> <p>Understanding that there is a character, setting, problem and finally a solution (fiction).</p>	<p>Beginning or end of narrative signalled e.g. one day 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>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 refer 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>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>Link between opening and resolution 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 Repetition avoided through using different sentence structures and ellipsis.</p>	<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>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>

Poetry						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy making up funny sentences and playing with words;</p> <p>Look carefully at experiences and choose words to describe;</p> <p>Make word collections or use simple repeating patterns</p>	<p>Invent impossible ideas, e.g. magical wishes;</p> <p>Observe details of first-hand experiences using the senses and describe;</p> <p>List words and phrases or use a repeating pattern or line.</p>	<p>Experiment with alliteration to create humorous and surprising combinations;</p> <p>Make adventurous word choices to describe closely observed experiences;</p> <p>Create a pattern or shape on the page; use simple repeating phrases or lines as models</p>	<p>Invent new similes and experiment with word play;</p> <p>Use powerful nouns, adjectives and verbs;</p> <p>Experiment with alliteration;</p> <p>Write free verse; borrow or create a repeating pattern</p>	<p>Use language playfully to exaggerate or pretend;</p> <p>Use similes to build images and identify clichés in own writing;</p> <p>Write free verse; use a repeating pattern; experiment with simple forms</p>	<p>Invent nonsense words and situations and experiment with unexpected word combinations;</p> <p>Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing;</p> <p>Write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour</p>	<p>Use language imaginatively to create surreal, surprising, amusing and inventive poetry;</p> <p>Use simple metaphors and personification to create poems based on real or imagined experience;</p> <p>Select pattern or form to match meaning and own voice</p>

## Writing Progression Map

### Writing to inform

	EYFS	KS1	LKS2	UKS2
<b>Text Types</b>	Child initiated writing (In role, and for a purpose) Experiences: real or imagined	Recount Letter Instructions	Explanation Recount Letter Biography Newspaper article	Report Recount Biography Newspaper article Essay
<b>Text Features</b>	Appropriate use of past and present tense. (C&L)	Appropriate use of past and present tense.	Paragraphs used to group related ideas. Subheadings to label content.	Paragraphs used to group related ideas. Heading/subheadings. Use of technical vocabulary.
<b>Grammar &amp; Sentence Types</b> <i>See also grammar progression document – word structure &amp; <a href="#">NC appendix 2</a></i>	Think of, Say and write a simple sentence.  Write simple phrases and sentences that can be read by others.  Make writing exciting using <b>adjectives</b> . Begin to know sentences can be extended using a <b>conjunction</b> .	Use coordinating conjunctions to link two main ideas, <b><i>Badgers sleep in the day <u>and</u> look for food at night.</i></b> Use subordinating conjunctions in the middle of sentences, <b><i>Badgers can dig well <u>because</u> they have sharp claws.</i></b> Use noun phrases which inform, <b><i>sharp claws, black fur.</i></b> Use commas to separate items in a list, <b><i>You will need flour, eggs, sugar and water.</i></b> Use exclamation sentences where appropriate, <b><i>What a fantastic time we all had!</i></b>	Use subordinating conjunctions to join clauses, including as openers, <b><i><u>Although</u> they have a fierce reputation, the Vikings weren't all bad.</i></b> Use expanded noun phrases to inform, <b><i>A tall dark-haired man was seen leaving the scene.</i></b> Use commas to separate adjectives in a list, <b><i>You will need flour, eggs, sugar and water.</i></b> Begin to use present perfect tense to place events in time, <b><i>This week we have visited the Science Museum.</i></b>	Use subordinating conjunctions in varied positions, <b><i>The Polar Bear, <u>although</u> it is large, can move at great speed.</i></b> Use expanded noun phrases to inform, <b><i>...a tall dark-haired man with a bright-red cap...</i></b> Use relative clauses to add further detail, <b><i>We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.</i></b> Begin to use passive voice to remain formal or detached, <b><i>The money was stolen from the main branch.</i></b> Begin to use colons to link related clauses, <b><i>England was a good country to invade: it had plenty of useful land.</i></b>
<b>Punctuation</b>	Think of, say and write a simple sentence, <b>sometimes use a capital letter and a full stop.</b>	<ul style="list-style-type: none"> <li>➤ Use finger spaces between words.</li> <li>➤ Use capital letters &amp; full stops to mark sentences.</li> <li>➤ Use question mark, Did you know...?</li> <li>➤ Use apostrophes to mark possession, <b><i>A badger's home is underground</i></b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Consolidate four main punctuation marks (. , ! ?)</li> <li>➤ Use capital letters for proper nouns.</li> <li>➤ Use commas to mark fronted adverbials.</li> <li>➤ After lunch, we went into the museum.</li> <li>➤ Use commas to mark subordinate clauses.</li> <li>➤ When he was a boy, Dahl did not like reading.</li> <li>➤ Use inverted commas for direct speech.</li> <li>➤ Use bullet points to list items.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use brackets or dashes to explain technical vocabulary.</li> <li>➤ Use semi-colons to punctuate complex lists, including when using bullet points.</li> <li>➤ Use colons to introduce lists or sections.</li> <li>➤ Use brackets or dashes to mark relative clauses.</li> <li>➤ Secure use of commas to mark clauses, including opening subordinating clauses.</li> <li>➤ Begin to use colons &amp; semi-colons to mark clauses.</li> </ul>
<b>Vocabulary</b>	<b>Conjunctions:</b> and, but, so, or	<b>Adverbials:</b> First, Firstly, Next, After, Later. <b>Conjunctions:</b> and, but, so, or, when, if, because.	<b>Adverbials:</b> First, Firstly, Before, After, Later, Soon, Also, In addition However <b>Conjunctions:</b> when, before, after, while, because, if.	<b>Adverbials:</b> Meanwhile, At first, After, Furthermore, Despite, As a result, Consequently, Due to, For example, <b>Conjunctions:</b> when, before, after, while, because, if, although, as.

## Writing Progression Map

### Further Genre Progression – Writing to inform

<b>Recount</b> (experiences, diary, police reports, sports reports)						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Labelling posters or writing about experiences</p>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we.</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw...</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>

<b>Letter</b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Writing short letters to others, using envelopes.</p>	<p>Ideas grouped in sentences in time sequence.</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense. Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p>	<p>Clear introduction. Points about the visit/issue.</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some letter layout features included.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All letter layout features included.</p>	<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p>	<p>Letter well-constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>

## Writing Progression Map

Non-Chronological Report						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Writing about first-hand experiences.</p>	<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>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of subheadings.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Sub-headings are used to organise information. E.g. Qualities, body parts, behaviour.</p>	<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>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>

Instructions						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Lists of instructions linked to actions or procedures e.g. baking.</p>	<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p>	<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p>	<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>	<p>Consolidate work from previous learning.</p>

## Writing Progression Map

Explanation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Ideas are grouped together for similarity.  Writes in first person.	Brief introduction and conclusion.  Written with an impersonal style.  Main ideas organised in groups.	Clear introduction.  Points about subject organised into paragraphs.  Sub-heading used to organise texts.	Clear introduction and conclusion.  Links between key ideas.  Paragraphs organised correctly into key ideas.  Subheadings and topic vocabulary.	Developed introduction and conclusion.  Paragraphs developed with prioritised information.	Arguments are well constructed that answer the reader's questions.

Newspaper						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing wanted or missing posters.	Ideas grouped in sentences in time sequence.  Attempts at third person writing. e.g. The man was run over.  Beginning describes what happened	Brief introduction and conclusion.  Written in the past tense.  Main ideas organised in groups.  Using sequencing techniques – time related words.  A photo with a caption.	Clear introduction.  Points about the visit/issue organised into paragraphs denoted by time/place.  Topic sentences.  Some newspaper layout features included.  A bold eye-catching headline.	Clear introduction and conclusion.  Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader.  Paragraphs organised correctly into key ideas.  All newspaper layout features included. Bold eye-catching headline which includes alliteration.	Developed introduction and conclusion using all the newspaper's layout features.  Paragraphs developed with prioritised information into columns.  Subheadings are used as an organisational device.  Formal language used throughout to engage the reader.  Quotations are succinct/emotive.	Newspapers well-constructed that answers the reader's questions.  The writer understands the impact and thinks about the response.  Information is prioritised according to importance and a frame of response set up for the reply.  Headlines include puns.

Biography						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing about themselves.	Ideas grouped together in time sequence.  Written in first person.  Written in the past tense.  Focused on individual or group participants e.g. I, we.	Brief introduction and conclusion.  Written in the past tense e.g. He went... She travelled.  Main ideas organised in groups.  Ideas organised in chronological order using connectives that signal time.	Clear introduction.  Organised into paragraphs shaped around key events.  A closing statement to summarise the overall impact.	Clear introduction and conclusion.  Links between sentences help to navigate the reader from one idea to the next.  Paragraphs organised correctly around key events.  Elaboration is used to reveal the writer's responses.	Developed introduction and conclusion including elaborated personal response.  Description of events are detailed and engaging.  The information is organised chronologically with clear signals to the reader about time and place.	The report is well constructed and answers the reader's questions.  The writer understands the impact and thinks about the response.  Information is prioritised according to importance.

## Writing Progression Map

### Writing to persuade

	EYFS	KS1	LKS2	UKS2
<b>Text Types</b>	Labels (Written Rules) Letter	Invitation Advertising Letter (to a character/school council) Poster	Advertising Letter Speech Poster	Advertising Letter Speech Campaign
<b>Text Features</b>	Short commands Lists	Adjectives	Use of 2nd person. Planned repetition. Facts & Statistics. Adjectives for positive description.	Use of 2nd person, Personal pronouns. Planned repetition. Facts & Statistics. Hyperbole.
<b>Grammar &amp; Sentence Types</b> <i>See also grammar progression document – word structure &amp; <a href="#">NC appendix 2</a></i>	Use simple imperative verbs to persuade, <b><i>Please don't touch, please don't break my model, keep away</i></b> Letter to Santa: <b><i>'Please can I have a .....'</i></b>  Know that a sentence tells a whole idea and makes sense. Communicate ideas through simple written sentences	Use imperative verbs, Come, stop, Use noun phrases to add detail, <b><i>'Please come to ...'</i></b>  Explore persuading and being persuaded in a variety of real-life situations through role-play and drama	Use imperative verbs to convey urgency, <b><i>Buy it today! Listen very carefully....</i></b> Use rhetorical questions to engage the reader, <b><i>Do you want to have an amazing day out?</i></b> Use noun phrases to add detail and description, <b><i>Our fantastic resort has amazing facilities for everyone.</i></b> Use relative clauses to provide additional enticement. <b><i>Our hotel, which has 3 swimming pools, overlooks a beautiful beach</i></b>	Use imperative and modal verbs to convey urgency, <b><i>Buy it today! This product will transform your life...</i></b> Use adverbials to convey sense of certainty, <b><i>Surely, we can all agree...?</i></b> Use short sentences for emphasis <b><i>This has to stop! Vote for change!</i></b> Use of the subjunctive form for formal structure, <b><i>If I were you, I would...</i></b>
<b>Punctuation</b>	Think of, say and write a simple sentence, <b>sometimes use a capital letter and a full stop.</b>	<ul style="list-style-type: none"> <li>➤ Use finger spaces between words.</li> <li>➤ Use capital letters &amp; full stops to mark sentences.</li> <li>➤ Use a question mark or exclamation mark appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensure use of capital letters for proper nouns.</li> <li>➤ Use ? ! for rhetorical / exclamatory sentences.</li> <li>➤ Use commas to mark relative clauses.</li> <li>➤ Use commas to make fronted adverbials and subordinate clauses. <b><i>After your visit, you won't want to leave. Once you've tasted our delicious sandwiches, you'll be coming back for more!</i></b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Use ? ! for rhetorical / exclamatory sentences</li> <li>➤ Use colons and semi-colons to list features, attractions or arguments,</li> <li>➤ Use brackets or dashes for parenthesis, including for emphasis, <b><i>This is our chance—our only chance—to make a difference.</i></b></li> <li>➤ Use semi-colons for structure repetition, <b><i>Bring your friends; bring your children; bring the whole family!</i></b></li> </ul>
<b>Vocabulary</b>	<b>Persuasive commands:</b> don't, stop, leave, keep, <b>Manners:</b> Please, thank you.	<b>Conjunctions:</b> and, but, so, or, when, if, because.	<b>Adverbials:</b> Firstly, Also, In addition, However, On the other hand, Therefore, In conclusion. <b>Conjunctions:</b> if, because, unless, so, and, but, even if, when.	<b>Adverbials:</b> Firstly, Furthermore, In addition, However, Nevertheless, Therefore, Consequently, In conclusion. <b>Conjunctions:</b> if, because, although, unless, since, even if, rather, whereas, in order to, whenever, whether.



## Writing Progression Map

### Further Genre Progression – Writing to Persuade

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Simple phrases and/or sentences to communicate an idea.	Ideas are grouped together for similarity.  Writes in first person.	Brief introduction and conclusion.  Written In the present tense.  Main ideas organised in groups.	Clear introduction.  Points about subject/issue.  Organised into paragraphs.  Sub-heading used to organise texts.	Clear introduction and conclusion.  Links between key ideas in the letter.  Paragraphs organised correctly into key ideas.  Subheading.  Topic sentences.	Developed introduction and conclusion using all the argument or leaflet layout features.  Paragraphs developed with prioritised information.  View point is transparent for reader.  Emotive language used throughout to engage the reader.	Arguments are well constructed that answer the reader's questions.  The writer understands the impact or the emotive language and thinks about the response.  Information is prioritised according to the writer's point of view.

## Writing Progression Map

### Writing to discuss

	EYFS	KS1	LKS2	UKS2
<b>Text Types</b>				Balanced argument Newspaper article Review
<b>Text Features</b>				Appropriate use of cohesive devices. Use of subjunctive form where needed. *Use paragraphs to structure arguments Maintain formal / impersonal tone
<b>Grammar &amp; Sentence Types</b> <i>See also grammar progression document – word structure &amp; <a href="#">NC appendix 2</a></i>				Use modal verbs to convey degrees of probability, <b><i>It could be argued... Some might say...</i></b> Use relative clauses to provide supporting detail, <b><i>The rainforest, which covers almost a third of South America...</i></b> Use adverbials to provide cohesion across the text, <b><i>Despite its flaws... On the other hand...</i></b> Use expanded noun phrases to describe in detail, <b><i>The dramatic performance by the amateur group was...</i></b> Begin to use passive voice to maintain impersonal tone, <b><i>The film was made using CGI graphics.</i></b>
<b>Punctuation</b>				Use brackets or dashes for parenthesis, including for emphasis <b><i>This performance—the first by such a young gymnast—was a masterpiece!</i></b> Use semi-colons for to mark related clauses, <b><i>Some argue ... ; others say...</i></b> Use commas to mark relative clauses. Use colons and semi-colons to punctuate complex lists.
<b>Vocabulary</b>				<b>Adverbials:</b> Firstly, Furthermore, In addition, However, Nevertheless, Therefore, Consequently, In conclusion. <b>Conjunctions:</b> if, because, although, unless, since, even if, rather, whereas, in order to, whenever, whether.

## Writing Progression Map

### Further Genre Progression – Writing to discuss

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both viewpoints are transparent for reader. Emotive language used throughout to engage the reader.</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>

## Writing Progression Map

### Oracy Progression: Exemplar teaching objects by age (Ros Wilson's TalkWrite)

At Pimperne we understand the importance of enabling “children to talk fluently, with confidence and at length, using a wide range of vocabulary and language features that make the structure and content interesting for the listener.” (TalkWrite p.7) The evidence of impact of nurturing language development will be seen “in the children’s unsupported writing across the curriculum.” (TalkWrite p.10)

<b>EYFS</b> <b>4-5yrs</b>	<b>Year 1</b> <b>5-6yrs</b>	<b>Year 2</b> <b>6-7yrs</b>	<b>Year 3</b> <b>7-8yrs</b>	<b>Year 4</b> <b>8-9yrs</b>	<b>Year 5</b> <b>9-10yrs</b>	<b>Year 6</b> <b>10-11years</b>
<p><b>1. Talk for all purposes in sentences of three words or more.</b></p> <ul style="list-style-type: none"> <li>• Can talk about what we did at home.</li> <li>• Can talk about our favourite TV programmes.</li> <li>• Can talk about what we like doing best in school.</li> </ul> <p><b>2. Start oral sentences in different ways</b> e.g. I, my, the, this, he, she, it, etc.</p> <ul style="list-style-type: none"> <li>• Can start sentences in different ways e.g. 'I like milk.'; 'My dog barks.'; 'She can run.'; 'The dog is brown.'</li> </ul> <p><b>3. Join oral sentences using simple conjunctions</b> e.g. and, but, so, if.</p> <ul style="list-style-type: none"> <li>• Can use conjunctions to join two sentences e.g. 'I like milk and I like cake.'; 'I was late so I ran'</li> </ul>	<p><b>1. Talk in a continuous stream of simple sentences.</b></p> <ul style="list-style-type: none"> <li>• Can talk confidently for a few minutes about something they know well e.g. what they do at the weekend.</li> </ul> <p><b>2. Extend many sentences using connectives</b> e.g. and, but, so, if, when, because.</p> <ul style="list-style-type: none"> <li>• Can use more than three different connectives (need not be all at once) e.g. 'I like milk when I have my cereal, but I do not like it on its own because sometimes it tastes bad. It goes bad in the sun and if it is in a hot place.'</li> </ul> <p><b>3. Use simple adjectives in speech</b> e.g. good, bad, nice, wet, dry, sunny, etc.</p> <ul style="list-style-type: none"> <li>• Can use adjectives in talk e.g. 'I like tea in my red mug.'; 'It is a sunny day.'; 'We played a new game.'</li> </ul>	<p><b>1. Talk confidently, mainly in simple sentences.</b></p> <ul style="list-style-type: none"> <li>• Can talk for several minutes continuously, with confidence e.g. about a pet, a favourite story, or a television programme.</li> </ul> <p><b>2. Use a range of simple sentence openers</b> e.g. person - I, You, He, She, They, etc.; determiners - The, A, This, That; sequence openers - First, Next, Last, Before, After, etc.; time openers - Today, This morning, Yesterday, Next week, On Saturday, etc.</p> <ul style="list-style-type: none"> <li>• Can start sentences in different ways e.g. 'You are a good reader.'; 'That is a good book.'; 'After school, I play out.'; 'Yesterday, I went shopping.'</li> </ul> <p><b>3. Change sentence openers when asked, sometimes using time or sequence words, or adverbs.</b></p> <ul style="list-style-type: none"> <li>• Can change the sentence opener when asked e.g. change the opener game: 'At the weekend, I went to the park.'; 'On Saturday, I went to the</li> </ul>	<p><b>1. Begin to open sentences in a wider range of ways in own talk</b> e.g. time connectives, sequence connectives, adverbs ('ly' words), gerunds ('ing' words), or a wider range of connectives: when, if, because.</p> <ul style="list-style-type: none"> <li>• Can use 'ly' openers e.g. 'Gently, I lifted up the pretty kitten.'</li> <li>• Can use 'ing' openers e.g. 'Hoping to be first, I raced to the shop.'</li> <li>• Can use connective openers e.g. 'Because I was late, I missed the bus.'</li> </ul> <p><b>2. Start to use a wider range of suave sentence openers in games and activities</b> (gerunds - 'ing' words).</p> <ul style="list-style-type: none"> <li>• E.g. suave word to open the sentence: 'Hesitantly, I opened the box.'; 'Hungrily, I devoured the sandwich.'; 'Doing exercise is good for your health.'; 'As we ate lunch, we talked about our pets.'; 'Reading is my best hobby.'; 'Watching TV makes me sleepy.'</li> </ul>	<p><b>1. Join in games and activities to use a wide range of suave words</b> e.g. nouns, verbs, adjectives, adverbs, gerunds, and connectives.</p> <ul style="list-style-type: none"> <li>• Examples are provided in the Games section of the publication.</li> </ul> <p><b>2. Use connectives</b> such as although, however, despite, in spite of, unless, contrary to, nevertheless, etc. in games and activities.</p> <ul style="list-style-type: none"> <li>• Can use some suave connectives e.g. 'I went for a walk despite the rain.'; 'Despite being hungry, I finished my homework.'; 'Contrary to rules, I ate my sweet in the classroom.'; 'I like hot dogs, however Mum doesn't buy me them.'; 'I hurried to the bus stop, nevertheless I missed the bus.'</li> </ul> <p><b>3. Name and use a wide range of punctuation in games and activities</b> e.g. . ! ? , ' ... "" () -</p> <ul style="list-style-type: none"> <li>• Can name and use a wide range of punctuation (eight or more) e.g. 'Punctuate Bud's work for</li> </ul>	<p><b>1. Talk confidently and fluently in a range of situations</b> e.g. chat, role play, discussion, presentation, debate.</p> <ul style="list-style-type: none"> <li>• Can change the tone and type of talk easily for different purposes.</li> <li>• Can use a range of suave connectives.</li> <li>• Can use a range of different and interesting sentence openers.</li> </ul> <p><b>2. Change the style and tone of speech</b> appropriately for context and purpose.</p> <ul style="list-style-type: none"> <li>• Can use the different codes of speech in writing as appropriate.</li> <li>• Can make characters sound cross, surprised, excited, etc.</li> </ul> <p><b>3. Use a range of different types of connectives in talk</b> e.g. although, however, despite, contrary to, unless, nevertheless, additionally, in addition, furthermore, except, alternatively, consequently, including, etc. in games and activities.</p> <ul style="list-style-type: none"> <li>• Can use suave connectives e.g. 'Which is</li> </ul>	<p><b>1. Use all the strategies for 9 to 10-yearolds with confidence.</b></p> <p><b>2. Talk fluently and confidently, most of the time.</b></p> <p><b>3. Change the voice, register, or accent for different purposes.</b></p> <p><b>4. Structure sentences in a wide range of different ways for interest.</b></p> <p><b>5. Use a wide range of literary features in games and activities to model understanding and fluency.</b></p> <p><b>6. Start to use a range of sophisticated features</b> such as the passive voice, complex groupings, or implicit links / references forwards and backwards between paragraphs and sections in games and activities.</p> <ul style="list-style-type: none"> <li>• Can use a range of literary features and techniques e.g. passive voice: 'The cake was eaten by the child.'; complex grouping: 'All their favourite foods were</li> </ul>

## Writing Progression Map

		<p>park.'; 'First, I went to the park.'; 'Quickly, I went to the park.'</p> <p><b>4. Use a wider range of simple adjectives and adverbs in oral sentences</b> e.g. adjectives - happy, sad, old, pretty, ugly, etc.; adverbs - slowly, quickly, angrily, quietly, etc.</p> <ul style="list-style-type: none"> <li>• Can use a wide range of describing words (adjectives and adverbs) e.g. 'The tired dog looks sad.'; 'The old house is ugly.'; 'She ran quickly down the long road.'</li> </ul> <p><b>5. Use a wider range of connectives in talk</b> e.g. and, but, so, when, if, because, too, as well as, etc.</p> <ul style="list-style-type: none"> <li>• Can use a wide range of connectives to join or extend sentences e.g. 'I will go to the shop, if it stops raining.'; 'I ate a bun as well as my soup.'; 'Can you play out when you get home?'</li> </ul> <p><b>6. Start sentences in a wider range of ways, including with adverbs, time and sequence connectives, and a wider range of connectives when asked.</b></p> <ul style="list-style-type: none"> <li>• Can start sentences in a wider range of ways including 'ly' words and connectives e.g. 'When I went to the park...'; 'If I</li> </ul>	<p><b>3. Begin to use a wider range of adjectives and adverbs in own talk.</b></p> <ul style="list-style-type: none"> <li>• Can use a range of describing words (adjectives and adverbs) e.g. 'I like sweet fruit and ice cream.'; 'Jon ran quickly to the shop.'; 'Mum always buys amazing cakes.'</li> </ul> <p><b>4. Use some suave connectives</b> e.g. as, as well as, instead of, although, when prompted.</p> <ul style="list-style-type: none"> <li>• Can use a range of connectives e.g. 'Instead of football, we went swimming.'; 'I like hot dogs, although Mum doesn't buy me them.'</li> </ul> <p><b>5. Use a wider range of time and sequence connectives</b> e.g. early on, after, soon after, shortly before, just before, after that, after a while, in a short time, etc.</p> <ul style="list-style-type: none"> <li>• Can use one or two suave connectives e.g. despite, contrary to, although.</li> </ul> <p>E.g. time and sequence connectives: 'I shall go to the market tomorrow, if it doesn't rain.'; 'Just before it rained, I dashed to the store.'; 'We went for a river side walk soon after the rain stopped.'; 'Next, we had our lunch.'</p> <p><b>6. Name and use a wider range of punctuation in</b></p>	<p>him and then say what punctuation it needed.'</p> <p><b>4. Talk confidently and fluently.</b></p> <ul style="list-style-type: none"> <li>• Can talk, without preparation, about recent experiences, family, pets, learning, or things they have enjoyed.</li> </ul> <p><b>5. Change the style of talk</b> from local speak to both Standard English and suave speak, and back, in games and activities.</p> <ul style="list-style-type: none"> <li>• Can change confidently between local speak, Standard English, and suave speak e.g. 'Oh dear, Bud has written in local speak today. It says, "Us went ter t' shop." Can you turn it into Standard English please?'</li> </ul> <p><b>6. Change the voice for questions, exclamation, suspense, anticipation, and volume.</b></p> <ul style="list-style-type: none"> <li>• Can use appropriate expression in speaking voice when reading aloud.</li> </ul> <p>7. Explain features of different types of writing e.g. letter, diary item, report, explanation.</p> <ul style="list-style-type: none"> <li>• Can name the features of three or more types of writing.</li> </ul>	<p>the connective in this sentence?'; 'Spot the connectives.'; 'Suave up the connective in this sentence.'; 'Insert suave connectives in the spaces.'</p> <p><b>4. Open sentences in a range of different ways with confidence,</b> when talking: time, sequence, adverbs ('ly' words), connectives, gerunds ('ing' words) e.g. 'Hoping to see...'; 'Rushing down the road, I...'; 'Carrying the heavy...'</p> <ul style="list-style-type: none"> <li>• Can use suave sentence openers e.g. 'Can you put a suave opener at the beginning of each of these sentences?'; 'Can you underline the suave sentence openers in Bud's writing?'; 'Can you change two of the sentence openers in Bud's work to suave openers?'</li> </ul> <p><b>5. Start to use literary features in oral games and activities</b> e.g. groupings, clauses, dialect, metaphor, simile, alliteration, onomatopoeia.</p> <ul style="list-style-type: none"> <li>• Can use one or more literary features in writing and games.</li> <li>• Can use one or more literary features e.g. 'Bud has written in local speak again. Please turn it into suave speak with a literary feature.'; 'Where has Bud used a literary</li> </ul>	<p>there: chicken legs with curried rice; fat sausages with golden chips; cheesecake covered in ice cream; and the biggest slices of birthday cake you could wish for.';</p> <p>implicit link back: 'It all ended well and Jo's early fear that his mother might not get back safely was proved to be totally wrong.'</p> <p><b>7. Can present at length, orally, on one subject.</b></p>
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## Writing Progression Map

		<p>had been to the park...'; 'After I had been to the park, 'slowly, I went to the park...'</p> <p><b>7. Use given suave words in games and activities.</b> • Can use one or two suave words in games e.g. 'Can anyone remember what hesitantly means?'; 'Can you start a sentence with hesitantly?'; 'Where could you put hesitantly in this sentence?'; 'I climbed the stairs at bedtime.'; Show two options e.g. 'I climbed the stairs hesitantly...'; 'Hesitantly, I climbed...'</p>	<p><b>games and activities</b> e.g. . ! ? , ' " "</p> <p>• Can recognise and name six or more pieces of punctuation e.g. 'How many different sorts of punctuation has Bud used? Name them? Where could he have used a question mark?'</p> <p><b>7. Use a wider range of suave words in talk and games when prompted.</b></p>		<p>feature today?'; 'Spot the literary features in this passage.'</p> <p>• Starting to use literary features e.g. grouping: 'The small red box, the shabby old book, and the tube of sweets all fell out of my bag.'; clauses: 'The scared little dog, left alone by the path, waited for his owner to come.'; dialect: 'The old woman looked up as I passed and grumbled, "Yer bes' not ride yer bike on't grass yer knows."'; metaphor: 'He has a heart of gold.'; simile: 'He is as old as the hills.'; alliteration: 'The cute and cuddly cat curled up on the cushion.'; onomatopoeia: 'The hiss of the snake...'</p> <p><b>6. Change the voice or language to model different types of punctuation</b> e.g. exclamation, question, parenthesis (asides and embedded clauses), quotation within speech.</p> <p>• Can use a variety of punctuation for different effects in writing and change the voice appropriately when reading the writing aloud e.g. exclamations: 'The man shouted, "Get out!"'; questions: 'The man sighed, "Will I ever get home?"'; parenthesis: 'Mrs Green, head of the school,</p>
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## Writing Progression Map

					<p>made me very welcome.', 'Bats - often seen at dusk - are nocturnal creatures.', 'Ellie took my last sweet (she was always doing that) and ate it!'; quotation within speech: 'The teacher began, "I want you all to think of a famous quotation you know, such as 'Beware the Ides of March,' and find a reason to use it in your writing today.'"</p> <p><b>7. Explain the characteristics of most genres / types of text.</b></p> <p><b>8. Change the register of speech for different purposes</b> e.g. Standard English, received pronunciation, or suave speak; local speak or dialect</p>	
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## Writing Progression Map

**Spelling (Transcription)** We expect the children at Pimperne Primary to have automaticity in these skills in order to progress to the next phase.

EYFS	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spell words by identifying sounds in them and representing the sounds with a letter or letters;	<p>Spell:</p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> <li>name the letters of the alphabet:</li> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound.</li> </ul> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> <p>Apply simple spelling rules and guidance, as listed in <a href="#">English appendix 1</a></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Spell by:</p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>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.</li> <li>learning to spell common exception words.</li> <li>learning to spell more words with contracted forms.</li> <li>learning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>distinguishing between homophones and near-homophones.</li> </ul> <p>Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.</p> <p>Apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a>.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Use further prefixes and suffixes and understand how to add them - <a href="#">see English appendix 1</a>.</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt - <a href="#">see English appendix 1</a>.</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English appendix 1</a>.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p>		



## Writing Progression Map

### Composition Progression

EYFS	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Speaking:</p> <p>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.</p> <p>Writing:</p> <ul style="list-style-type: none"> <li>Children at the expected level of development will:</li> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it.</li> <li>sequencing sentences to form short narratives.</li> <li>re-reading what they have written to check that it makes sense.</li> </ul> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>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.</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot.</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> </ul> <p>Proofread for spelling and punctuation errors.</p> <p>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</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs.</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul>		

## Writing Progression Map

				<ul style="list-style-type: none"><li>ensuring the consistent and correct use of tense throughout a piece of writing</li><li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li></ul> <p>Proofread for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
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## Writing Progression Map

Handwriting Progression (We expect the children at Pimperne Primary to have automaticity in these skills in order to progress to the next phase).

	EYFS	KS1		LKS2	UKS2
		Year 1	Year 2		
	<p>Develop their motor skills so that they can use a range of tools competently, safely and confidently (PD)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient (PD)</p> <p>Write recognisable letters, most of which are correctly formed; (LIT)</p> <p>Know how to write the taught letters (LIT)</p>	<p>Sit correctly at a table.</p> <p>Hold pencil correctly and comfortably.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Produce recognisable letters and words to convey meaning.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some diagonal and smile strokes needed to join letters (as per rising stars rocket phonics program) and understand which letters, when adjacent to one another are best left un-joined (e.g., x)</p> <p>Write capital letters and digits of the correct size, orientation and relationships to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and smile strokes needed to join letters (as per Rising Stars Rocket Phonics program) and understand which letters, when adjacent to one another are best left un-joined (e.g., x)</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited to the task.</p>

## Writing Progression Map

### Letter-formation scripts

In Reception, children should be taught the print formation of lower-case and capital letters, with clear start and finish points. The following letter formation scripts can be used to support the correct modelling to children.

#### Lower-case letters

	<i>I go up and over the hill from right to left. I curl around like a snake (which sits on a writing line).</i>		<i>I start in the middle and go straight down through the writing line. Then I go straight back up to form a half bridge, which curves round to form a bowl (and sits on the writing line).</i>		<i>I start in the middle and go straight down then curl to form a bowl sitting on the writing line. I go back up to half-height, then straight back down to the writing line and flick.</i>		<i>I form a diagonal line similar to the first line of the /v/. I take my pencil off and start on the bottom writing line to form a diagonal up to half-height which crosses the first line.</i>
	<i>I go up and over the hill from right to left and curl around. I straighten up to catch the hook, then go straight down, and flick.</i>		<i>I start in the middle and go straight down to the line. Then I go straight back up to form a full bridge, then flick.</i>		<i>I start in the middle and go straight down to the line. I go back up to form a half bridge.</i>		<i>I go straight down and curl to form a bowl sitting on the writing line. I go back up to half-height, then straight back down through the writing line. Then I curl to make a tail below the writing line from right to left.</i>
	<i>I start at the top and go straight down to the bottom line and flick. I take my pencil off. I cross the stick from left to right (just above the half-way point).</i>		<i>I start in the middle and go straight down to the line. Then I go back up to form a full bridge, then another bridge, then flick.</i>		<i>I start at the top and go straight down to the bottom line. I go back up (to half-height) to form a full bridge, then flick.</i>		<i>I start in the middle and form a short straight line across from left to right. Then I form a diagonal line back down to the line. Then, I form another short straight line across from left to right (which is along the bottom writing line).</i>
	<i>I start in the middle, go straight down to the line and flick. Then I take my pencil off and put a little dot above the stick.</i>		<i>I go up and over the hill from right to left, and curl around. I straighten up to catch the hook, then keep going straight up (to just below the top writing line) to make a tall letter. Then I go straight back down (to the bottom writing line) and flick.</i>		<i>I start at the top and go straight down to the bottom line. I go back up (to half-height) to form half a bridge then curve to meet the bottom of the stick.</i>		<i>I go up and over the hill from right to left, and curl around. I straighten up to catch the hook, then go straight down through the writing line. I kick back at the bottom with a short diagonal tail.</i>
	<i>I go up and over the hill from right to left, and curl around. I straighten up to catch the hook, then go straight down through the writing line. I curl to make a tail below the writing line (from right to left).</i>		<i>Starting tall, I go up and over the hill from right to left, then I go straight down through the writing line. I curl to make a tail below the writing line from right to left (like the /g/). I take my pencil off and draw a short straight line across.</i>				
	<i>I go up and over the hill from right to left, then curl right around to form a circle (which sits on the writing line).</i>		<i>I start at the top and go straight down to the bottom writing line, and flick.</i>				
	<i>I start in the middle and go up and over the hill from right to left, and curl around (to sit on the line).</i>		<i>I go straight down through the writing line. Then I curl to make a tail below the writing line from right to left (like the /g/ and /f/). Then I take my pencil off and put a little dot above the stick.</i>				
	<i>I start at the top and go straight down to the bottom line. I go back up (to half-height) to form half a bridge then turn it into a bow shape, like this.</i>		<i>I start in the middle and form a single zigzag which sits on the writing line.</i>				
	<i>I set off from left to right then sweep round, over the hill from right to left and curl around (to sit on the writing line).</i>		<i>I start in the middle and form a double zigzag which sits on the writing line.</i>				

## Writing Progression Map

### Capital letters

All capital letters are tall and sit on the writing line.

S

I go up and over the hill from right to left. I curl around like a snake (which sits on a writing line).

D

I start at the top and go straight down to the writing line. I lift my pencil off, start at the top and form a curve down to the writing line.

R

I start at the top and go straight down to the bottom line. I lift my pencil off, go back to the top and form a small loop back to the middle of the line. Then I draw a diagonal line to the writing line.

V

I start at the top and form a single zigzag which sits on the writing line.

A

I start at the top and draw a diagonal line down to the left. I lift my pencil off, go back to the top and draw a diagonal line down to the right. Then I lift my pencil off and draw a straight line from left to right.

G

I go up and over the hill from right to left, then curl right around (to sit on the writing line). I bend around and go a little way up, then finish off with a short straight line across from left to right.

H

I start at the top and go straight down to the bottom line. I lift my pencil off, leave a gap and start again at the top to go straight down to the bottom line. Then I lift my pencil off and form a line across the middle from left to right.

W

I start at the top and form a double zigzag which sits on the writing line.

T

I start at the top and draw a straight line from left to right. I find the middle of the line and draw a line straight down (to the writing line).

O

I go up and over the hill from right to left, then curl right around to form a circle (which sits on the writing line).

B

I start at the top and go straight down to the bottom line. I lift my pencil off, start back at the top and form a loop to the mid-point and a loop to the bottom.

X

I form a diagonal line similar to the first line of the /v/. I take my pencil off and start on the bottom writing line to form a diagonal up to the top which crosses the first line.

I

I start at the top and draw a short straight line from left to right. I take my pencil off, find the middle of the line, and draw a straight line down. I take my pencil off and draw a straight line from left to right.

C

I start at the top and go up and over the hill from right to left, and curl around (to sit on the line).

F

I start at the top and go straight down to the writing line. Then I lift my pencil off and go across at the top in a straight line from left to right, and again in the middle with a shorter straight line from left to right.

Y

I start at the top and form a diagonal down to the mid-point. I take my pencil off, leave a space and form another diagonal down from the top to the mid-point. Then I go straight down from the mid-point to the bottom writing line.

P

I start at the top and go straight down to the writing line. I lift my pencil off and start back at the top to form a loop from left to right which curls under and stops at the mid-point.

K

I start at the top and go straight down to the bottom line. I lift my pen off, find the middle of the line and go out and up in a diagonal line. Then I lift my pencil off, go back to the middle and go out and down in a diagonal line.

L

I start at the top and go straight down to the writing line, then go across in a straight line from left to right.

Z

I start at the top and form a short straight line across from left to right. Then I form a diagonal line back down to the line. Then, I form another short straight line across from left to right (which is along the bottom writing line).

N

I start at the top and go straight down to the writing line. I lift my pencil off and draw a diagonal line down from left to right. I keep my pencil on the page and draw a line straight up to the top.

E

I start at the top and go straight down to the writing line, then go across from left to right in a straight line. Then I lift my pencil off and go across at the top in a straight line from left to right, and again in the middle with a shorter straight line from left to right.

J

I start at the top and draw a line from left to right. I take my pencil off, find the middle of the line, then go straight down and curl around from right to left to form a tail that sits on the writing line.

Q

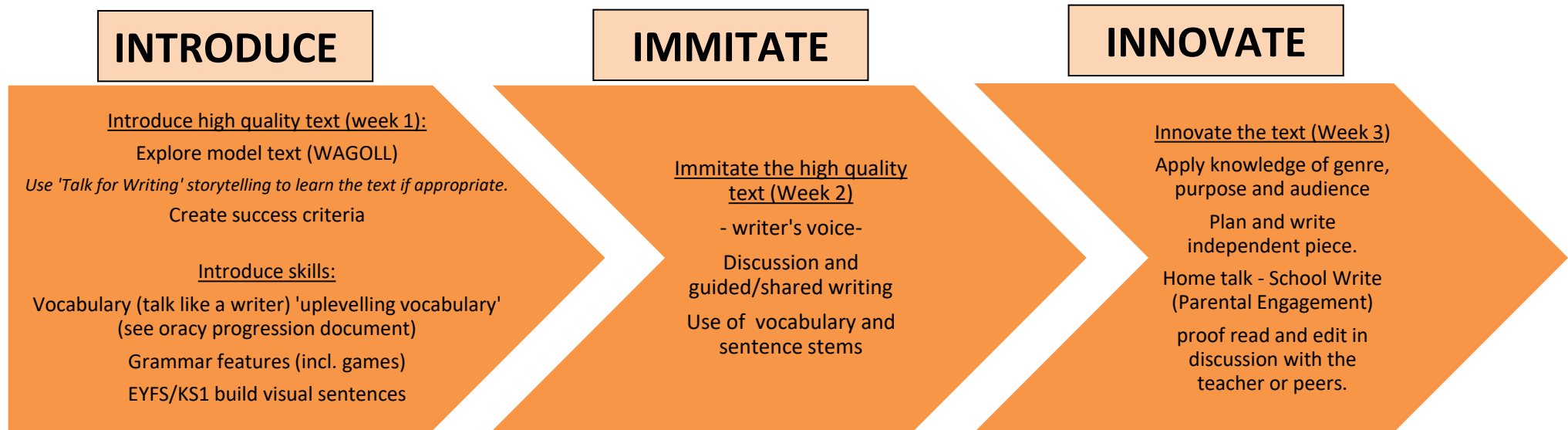
I go up and over the hill from right to left, then curl right around to form a circle (which sits on the writing line). Then I lift my pen off and form a short straight diagonal line through the bottom right of the circle.

M

I start at the top and go straight down to the writing line. I lift my pencil off, go back to the top and draw a zigzag down to the line and back up, then I draw a straight line down (back to the writing line).

U

I start at the top and go straight down then curl to form a bowl sitting on the writing line.



Each cycle is roughly a 3-week unit. Dependent on the text type the cycle maybe shorter. Children also enjoy a variety of other creative writing opportunities linked to their topics/calendar events/visits etc.

Notes: Cold Tasks – yes or **no**? What is the purpose?

Plan and write independent piece. (Poss. opp for HOME TALK - SCHOOL WRITE/TALK:WRITE Ros Wilson a talk homework preparing **children for writing**) – SDP states 'Begin to create ideas for parental engagement with English' could launch this in the Summer Term?

Writers Workshop books? Show progression across the school each final draft (2 per term) included book follows them all the way up through primary.



## Writing Progression Map

Grammar Progression Overview: Word Structure to be covered through a range of text types.

Grammar and Punctuation Years 1 to 6 (Primary Curriculum - Draft) on one sheet. PrimaryTools.co.uk

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular <b>plural noun suffixes</b> -s or -es (e.g. dog, dogs; wish, wishes)	How <b>words</b> can combine to make <b>sentences</b>	Sequencing <b>sentences</b> to form short narratives	Separation of <b>words</b> with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
<b>Suffixes</b> that can be added to <b>verbs</b> (e.g. helping, helped, helper)	How <b>and</b> can join <b>words</b> and join <b>sentences</b>	The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)	<b>Subordination</b> (using when, if, that, or because) and <b>co-ordination</b> (using or, and, or but)	Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal <b>pronoun I</b>	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	
Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less (A fuller list of <b>suffixes</b> can be found in the spelling annex.)	<b>Sentences</b> with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	pronoun, possessive pronoun, adverbial
Use of the <b>suffixes</b> -er and -est to form comparisons of <b>adjectives</b> and <b>adverbs</b>	Expressing time and cause using <b>conjunctions</b> (e.g. when, before, after, while, because), <b>adverbs</b> (e.g. then, next, soon, so), or <b>prepositions</b> (e.g. before, after, during, in, because of)	Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	<b>Apostrophes</b> to mark contracted forms in spelling	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Formation of <b>nouns</b> using a range of <b>prefixes</b> , such as super-, anti-, auto-	Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Use of speech marks to <b>punctuate</b> direct speech	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Use of the <b>determiners</b> a or an according to whether the next <b>word</b> begins with a consonant or a vowel (e.g. a rock, an open box)	Fronted <b>adverbials</b>	Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b>	<b>Apostrophes</b> to mark singular and <b>plural</b> possession (e.g. the girl's name, the boys' boots)	
<b>Word families</b> based on common words	<b>Relative clauses</b> beginning with who, which, where, why, or whose	Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly)	Use of commas after fronted <b>adverbials</b> (e.g. Later that day, I heard the bad news.)	
The grammatical difference between <b>plural</b> and <b>possessive</b> -s	Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g. perhaps, surely)	Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Brackets, dashes or commas to indicate parenthesis	
Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : semantic <b>cohesion</b> (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>elision</b> .	Use of commas to clarify meaning or avoid ambiguity	
Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. -ate; -ise; -ify)	Expanded <b>noun</b> phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.	
<b>Verb prefixes</b> (e.g. dis-, de-, mis-, over- and re-)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the <b>subjunctive</b> in some very formal writing and speech)		<b>Punctuation</b> of bullet points to list information	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)			How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover)	

All terms in bold should be understood with the meanings set out in the glossary.

Key:	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	



## Writing Progression Map

