

## Pioneer Writing Progression

Composition: Planning						
R	Y1	Y2	Y3	Y4	Y5	Y6
Begins to break the flow of speech into words. (40-60)	Plan by talking about ideas	Plan by talking about ideas and <b>vocabulary</b>	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other <b>Y3</b> expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other <b>Y4</b> expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y5 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other <b>Y6</b> expectations)
	Record ideas e.g. through <b>story mapping</b>	Record ideas e.g. through <b>story maps, flow charts, listing ideas/facts</b>	Record <b>and note</b> ideas e.g. through making <b>notes, story maps, flow charts, 'boxing up' frames</b>	Record and note ideas e.g. through making <b>notes, story maps, flow charts, 'boxing up' frames</b>	<b>Explore and use their own techniques</b> to note their ideas, <b>drawing on research where necessary</b>	<b>Make choices about the most efficient way</b> to note their ideas, drawing on research from a <b>range of sources</b> where necessary
Continues a rhyming string. (40-60)	Orally rehearse sentences before writing	Orally rehearse sentences before writing	Compose and rehearse sentences orally before writing, <b>including dialogue</b>	Compose and rehearse <b>more complex sentences</b> orally, including dialogue, before writing		

Composition: drafting and writing						
R	Y1	Y2	Y3	Y4	Y5	Y6
Draws lines and circles using gross motor movements. (PD 30-50)	Write for simple audiences and purposes	Write for <b>a range of</b> fictional e.g. <b>a diary entry</b>	Write for a range of purposes and audiences,	Write for an <b>increasing</b> range of purposes and audiences, including	Identify the audience and purpose for their writing	Identify the audience and purpose for their writing
Holds pencil between thumb	based on real life	<b>in role; explanations about</b>	<b>including across the</b>		and <b>select the</b>	and select the appropriate

<p>and two fingers, no longer using whole-hand grasp. (PD 30-50)</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control. (PD 30-50)</p> <p>Can copy some letters, e.g. letters from their name. (PD 30-50)</p> <p>Sometimes gives meaning to marks as they draw and paint.(30-50)</p> <p>Shows a preference for a dominant hand. (PD 40-60)</p> <p>Begins to form recognisable letters. (PD 40-60)</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (PD 40-60)</p> <p>They handle equipment and tools effectively, including pencils for writing. (PD - ELG)</p> <p>Gives meaning to marks they make as they draw, write and paint. (40-60)</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60)</p> <p>Writes own name and other</p>	<p>experiences e.g. thank you letters, instructions, recounts, reports, stories</p>	<p>how a dinosaur trap works and real e.g. posters to advertise a school event; narratives based on their own experiences</p> <p>audiences and purposes</p>	<p>curriculum e.g. a historical recount, a persuasive leaflet in geography, a diary entry in RE</p>	<p>across the curriculum e.g. a news report in history, an explanation in science</p>	<p>appropriate form e.g. a historical narrative; a discussion in RE; notes for a debate in geography</p>	<p>form or mix of forms e.g. a non-chronological report about the weather including a short explanation of the water cycle; a historical narrative including diary extracts/letters</p>
	<p>Sequence their own sentences to form simple narratives</p>	<p><b>Create</b> simple plots in narratives e.g. with a clear beginning, middle and end</p>	<p>Create and <b>describe</b> plots in narratives e.g. developing the problem</p>	<p>Create and <b>expand</b> plots in narratives e.g. describing the cause and effect of events; providing more detail</p>	<p><b>Control</b> more complex plots e.g. using foreshadowing; use of pace and time; using chapters</p>	<p><b>Control and maintain</b> more complex plots e.g. flashback stories; multiple viewpoints; pathway stories</p>
	<p>Sequence their own sentences to form simple non-fiction texts e.g. reports, recounts, instructions</p>	<p><b>Create</b> simple settings in narratives e.g. telling the reader where the story takes place</p>	<p>Create and <b>describe</b> settings in narratives e.g. using precise nouns and adverbs to provide information for the reader</p>	<p>Create and <b>expand</b> settings in narratives e.g. describing characters' reactions to the setting; using expanded noun phrases</p>	<p><b>Develop</b> settings and atmosphere in detail e.g. using parenthesis (the forest was terrifying – bleak and foreboding – yet he walked onwards.) Modal verbs (Tom knew he shouldn't have gone into the forest.)</p>	<p><b>Develop</b> settings and atmosphere in detail e.g. passive voice (the trees towered over him menacingly). Use of the subjunctive (If he were to have known what the forest was like, he would never have entered).</p>
		<p><b>Create</b> simple characters in narratives e.g. heroes, villains based on their own reading</p>	<p>Create and <b>describe</b> characters in narratives e.g. using interesting adjectives (The frightened boy. The lonely, old man.)</p>	<p>Create and <b>expand</b> characters in narratives e.g. using expanded noun phrases (The terrified boy with trembling hands.)</p>	<p><b>Develop</b> characters in detail e.g. through using dialogue to convey character; describing characters' reactions to events</p>	<p><b>Develop</b> characters in detail e.g. using dialogue to convey character; developing relationships between characters; using question tags (Tom can</p>

<p>things such as labels,captions. (40-60)</p> <p>Attempts to write short sentences in meaningful contexts. (40-60)</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. (ELG)</p> <p>They also write some irregular common words. (ELG)</p>					<p>be trusted, can't he?)</p>	
<p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG)</p>	<p>Use simple narrative language features e.g. story language such as once upon a time/one day/ happily ever after</p>	<p>Use the main language features of narrative e.g. story language, powerful verbs, past tense, third person</p>	<p><b>Consistently</b> use the language features of narrative e.g. adverbial phrases, use of speech and accompanying present tense</p>	<p><b>Expand</b> the use of narrative language features e.g. power of three; fronted adverbials for cohesion (<u>After a while</u>, he left the beach)</p>	<p><b>Modify and control</b> the use of narrative language features e.g. reported speech instead of direct speech; repetition for effect</p>	<p><b>Manipulate</b> and control the use of narrative language features e.g. using language to control time and pace; range of cohesive devices</p>
	<p>Use simple language features of non-fiction e.g. the first person in recounts; accurate nouns and verbs</p>	<p>Use the main language features of non-fiction e.g. imperative verbs for instructions; adverbs such as firstly, next, then; third person for reports</p>	<p><b>Consistently</b> use the language features of non-fiction e.g. technical language, precise nouns and pronouns (<u>oak tree</u> instead of tree, <u>sparrow</u> instead of bird)</p>	<p><b>Expand</b> the use of non-fiction language features e.g. clauses to add additional information (<u>If you want the food to stay fresh</u>, put it in the fridge.)</p>	<p><b>Modify and control</b> the use of non-fiction language features e.g. use of modal verbs in discussion; precise description and technical vocabulary</p>	<p><b>Manipulate</b> and control the use of non-fiction language features e.g. rhetorical questions; passive voice (Sharks are found in..., ...the deer is eaten by the Mountain Lion.)</p>
	<p>Use <b>simple</b> organisational features in fiction and non-fiction e.g. beginning, middle and end in narratives;</p>	<p>Use the <b>main</b> organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for</p>	<p>Use a <b>range</b> of organisational features in fiction and non-fiction e.g. headings and sub headings; columns;</p>	<p>Use <b>nouns and pronouns to aid cohesion</b> between sentences e.g. Feeling terrified, <u>Tom</u> peered</p>	<p><b>Control</b> the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue;</p>	<p><b>Manipulate</b> and control the use of organisational features in fiction and non-fiction e.g. writing parodies; deciding on the</p>

	captions; instructions in the right order	posters; numbered instructions; information in sections	logical sequencing	around as he crept into the forest. The <u>scared boy</u> decided to turn back.	using bullet points, tables and charts	most effective order of points in an argument
	Write sequences of linked sentences	Write about more than one idea and <b>group related information</b> e.g. ordering information into simple sections with 2-4 related sentences	Start to use <b>paragraphs</b> to group related ideas	Organise content into <b>relevant paragraphs across the text</b>	Use a <b>range of devices to link paragraphs</b> e.g. adverbs and  Use a <b>range of cohesive devices within paragraphs</b> tense and person	Use a range of cohesive devices <b>within and between</b> paragraphs e.g. wider range of <b>connectives (on the other hand, as a consequence, in contrast)</b> repetition for effect; ellipses

Composition: reviewing and editing

R	Y1	Y2	Y3	Y4	Y5	Y6
	Re-read writing to check it makes sense and make simple changes as necessary e.g. spotting omissions	<b>Evaluate</b> their writing through discussion and <b>make improvements to clarify the meaning and sense</b> e.g. accurate verb/tense and subject/verb agreement	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary  e.g. variety of nouns/ pronouns, range of adverbs, sentence structure	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary  e.g. fronted adverbials; expanded noun phrases; variety of sentence structure; use of paragraphing	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within paragraphs; modals, clauses	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within and across paragraphs, passive voice, range of clauses, use of the subjunctive
	Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations
	Read their own writing aloud <b>clearly</b>	Read their own writing aloud clearly, with appropriate <b>intonation</b>	Read their own writing aloud with appropriate intonation and <b>volume</b> to make the meaning clear	Read their own writing aloud with appropriate intonation volume and <b>tone</b> to make the meaning clear	<b>Perform</b> their own writing using appropriate intonation, volume and <b>movement</b>	<b>Perform</b> their own writing using appropriate intonation, volume and movement and adapt as necessary to engage the audience

Grammar, vocabulary and punctuation

R	Y1	Y2	Y3	Y4	Y5	Y6
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<p>Use the names of people, places and things e.g. dragon, castle, butterfly</p>	<p>Use <b>noun phrases</b> to <b>describe and specify</b> people, places and things e.g. ugly dragon; old castle; beautiful butterfly</p>	<p>Use noun phrases <b>appropriately in a range of text types</b> to clarify and add detail e.g. ancient castle, turquoise butterfly, rickety bridge</p>	<p>Use noun phrases <b>expanded by modifying adjectives</b> e.g. Tom was fairly scared as he entered the forest</p> <p>Use noun phrases <b>expanded by prepositional phrases</b> e.g. The vicious troll under the extremely rickety bridge.</p>	<p>Use expanded noun phrases <b>precisely</b> to add detail <b>across</b> a piece of writing e.g. He scampered up the dangerous path, avoiding the traps beneath his feet. The South China Sea contains numerous shrimp, croaker and large shoals of tuna.</p>	<p>Use expanded noun phrases across writing to <b>convey complicated information concisely</b> e.g. He scampered cautiously up the dangerous track, avoiding the traps and dangers lurking beneath his nervous feet. Within the South China Sea a variety of fish and aquatic mammals can be found.</p>
		<p>Create interest through the use of appropriate word choices and descriptive phrases e.g. The tree branches reached out in the darkness.</p>	<p><b>Engage</b> the reader through the use of <b>interesting</b> word choices and descriptive phrases e.g. Tom crept cautiously. The twisted tree branches reached out in the darkness.</p>	<p>Use <b>precise</b> phrases and vocabulary e.g. The beetle <u>scuttled</u>. Tom <u>uttered</u> his response <u>reluctantly</u>. 'Where will the ceremony be held?' Tom <u>enquired</u>.</p>	<p><b>Deliberately select</b> vocabulary and precise word choice to <b>elaborate, create impact</b> and clarify meaning e.g. vocabulary linked to a historical period and style; using dialect; Tom skulked grudgingly along the empty corridor, towards the Head's imposing door.</p>
		<p>Use a range of adverbs e.g. before, next, soon, later, firstly and prepositions e.g. in,</p>	<p>Use <b>fronted adverbials</b> for effect e.g. Later that morning... Over the brow of the hill... Creeping silently...</p>	<p>Indicate <b>degrees of possibility</b> through the use of adverbs e.g. Indicate degrees of possibility through the use of <b>modal verbs</b> should, could, may, must</p>	<p>Use the <b>passive voice</b> deliberately e.g. The breastbone (hide information)</p>
		<p>Use figurative devices such as similes and alliteration e.g. As bright as the sun. The shimmering, shining sun.</p>	<p>Use figurative devices such as similes and hyperbole e.g. The branches stretched out like witch's fingers. He was so tired he slept for days!</p>	<p>Use figurative devices such as metaphors, personification, repetition for effect and allusion e.g. Gnarled fingers stretched out from the tree's trunk. Like Hercules, his strength was well known.</p>	<p>Use figurative devices such as extended metaphors and colloquialisms e.g. Before long, the musicians were in a duel. Music filled the square, note battling fiercely against note as they fought for attention.</p>

<p>Use the conjunction 'and' to join words e.g. <i>There was a slide and a swing and a roundabout.</i></p>	<p>Use <b>co-ordinating conjunctions</b> to form compound sentences e.g. or, but, yet, so</p>	<p>Use a <b>mixture</b> of simple and compound sentences</p>	<p>Use an <b>appropriate variety</b> of simple, compound and <b>complex</b> sentences</p>	<p>Use <b>embedded clauses</b> e.g. <i>Tom, although he was terrified, crept through the forest.</i></p>	<p>Use an effective <b>range of sentence structures</b>, including sentences with <b>multiple clauses</b> e.g. <i>Tom crept nervously towards the imposing forest, his breath quickening with each footstep as he edged nearer</i>  <i>to his fate.</i></p>
<p>Use the conjunction 'and' to join simple sentences forming compound sentences e.g. <i>I went to the park and it was fun. Tom was playing and he fell over.</i></p>	<p>Use <b>subordinating conjunctions</b> to add extra information e.g. <i>when, if, that, because</i></p>	<p>Start to write <b>complex</b> sentences by using a range of conjunctions accurately e.g. <i>forming subordinate clauses by using conjunctions such as, after, when, because</i></p>	<p>Use a <b>wider range of connectives</b> to extend the range of complex sentences e.g. <i>although, while, however</i></p>	<p>Use <b>relative clauses</b> beginning with who, which, where, when, whose and that e.g. <i>It's a fine day out that everyone will enjoy. Tom, whose heart was beating furiously, ran for his life.</i></p>	<p>Add detail and create specific effects to engage the reader through <b>crafting a range of sentence structures and lengths</b></p>
	<p><b>Write sentences with different forms: statement, question, exclamation, command</b></p>			<p>Use main and subordinate clauses and <b>move their position in sentences</b> e.g. <i>Although he was terrified, Tom crept through the forest. Tom crept through the forest, although he was terrified.</i></p>	
<p>Generally use the present and past tense accurately</p>	<p>Use the <b>progressive (continuous)</b> form in the present and past tense  e.g. <i>I was running/ he was shouting as opposed to the simple forms I ran/ he shouted</i>  <b>Use</b> accurate verb/tense  e.g. <i>we were not we was</i> and subject /verb e.g. <i>the trees are not the trees is</i> agreement</p>	<p>Use the <b>present perfect</b> form of verbs e.g. <i>He has gone out to play as opposed to He went out to play.</i></p>	<p>Use past and present tense accurately <b>throughout a piece of writing</b>, including continuous and perfect forms of verbs</p>	<p>Ensure the <b>consistent</b> and <b>appropriate</b> use of tense throughout a piece of writing .e.g. <i>controlling writing where there is a need to switch between tenses</i></p>	<p>Use the perfect form of verbs to <b>mark relationships of time and cause</b> e.g. <i>They've been staying with us since last week. Scientists have recently discovered a new species.</i></p>
<p>Write so that other people can understand the meaning of sentences</p>	<p>Use <b>some</b> features of <b>standard written English</b> e.g. <i>understand that the way we write can be different from the way</i></p>	<p><b>Consistently</b> use features of standard English and <b>explore when non-standard written English could</b></p>	<p><b>Control</b> the use of standard and non-standard English e.g. <i>use a particular non-standard feature to develop</i></p>	<p><b>Distinguish</b> between the language of speech and writing and develop formal language structures <b>for different</b></p>	<p>Use formal language structures in speech and writing, <b>including the subjunctive and question tags</b> e.g. <i>If you were to proceed with this operation, you should be aware of the</i></p>

	we speak	be used e.g. understand that dialogue can be written using non-standard features	characterisation	text types e.g. using modal verbs to indicate possibility within persuasion (It could be argued that...)	potential risks. Surely only a fool would fail to recycle, wouldn't they?
Begin to punctuate using a capital letter for the names of people, places, days of the week and I					
Demarcate sentences using capital letters	Demarcate sentences <b>consistently</b> using full stops and capital letters				
Demarcate sentences using full stops	Use <b>commas in lists</b> e.g. <b>the angry, hungry giant wanted his tea.</b>	Use commas in lists <b>consistently</b> , in fiction and non-fiction e.g. Tom was cold, wet, lonely and wanted to go home. The thick, green canopy gives animals shade from the sun.	Use <b>commas after fronted adverbials</b> e.g. Later during that day, After pouring the milk into the jug,	Use commas accurately to <b>demarcate clauses in complex sentences</b> e.g. stopping in one of the few forest clearings, which was now dark and full of danger, Tom wondered if he would ever get out alive.	<b>Use semi-colons, colons or dashes to</b>  <b>mark boundaries</b> between independent clauses accurately e.g. It was a cold night; the rain had stopped and the ice had started to form.  <b>Use a colon to introduce a list and semi-colons within a list</b> e.g. There are many reasons why fox hunting is barbaric: foxes are harmless creatures; they are always outnumbered; the dead foxes are either turned into trophies or simply discarded.
Begin to use question marks	Demarcate sentences <b>consistently</b> using question marks and exclamation marks	Demarcate <b>direct speech</b> with inverted commas (speech marks)  e.g. can use speech marks (other punctuation may be omitted.) 'I'm terrified' Tom whispered.	Use inverted commas (speech marks) and <b>other punctuation accurately</b> to indicate direct speech e.g. 'I'm terrified,' Tom whispered, do we have to go?'	Use of inverted commas (speech marks) and other punctuation to indicate direct and <b>reported</b> speech e.g. The doctor seemed satisfied with the operation, he said 'she'll be fine,' and that he was confident a full recovery would be made.	<b>Control</b> the use of inverted commas (speech marks) for direct speech, reported speech and <b>quotations.</b>  Use <b>hyphens</b> to avoid ambiguity e.g. man-eating shark (a shark that eats a man) man eating shark (a man eating a shark)

						smark) <b>Punctuate bullet points consistently</b>
Begin to use exclamation marks	Use apostrophes for <b>contracted forms</b> e.g. don't, I'm	Use apostrophes for singular possession e.g. Tom's football	Use apostrophes for contractions <b>consistently</b> e.g. won't, shouldn't	Use apostrophes for singular possession <b>consistently</b> e.g. Tom's football	Use apostrophes to indicate <b>plural possession</b> e.g. the children's playground; the girls' dormitory	

**Spelling (see NC A1)**

R	Y1	Y2	Y3	Y4	Y5	Y6
They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG)	Can spell compound words and the Y1 common exception words	Can spell the Y2 common exception words and <b>homophones</b>	Can spell <b>at least half</b> of the Y3/4 common exception words, homophones and words from other origins	Can spell <b>all</b> of the Y3/4 common exception words, homophones and words from other origins	Can spell <b>at least half</b> of the Y5/6 common exception words and homophones	Can spell <b>all</b> of the Y5/6 common exception words and homophones
They also write some irregular common words. (ELG)	Can spell verbs ending in -ing, -ed and -er	Can spell words using Y2 suffixes and rules for plurals	Can spell words using some of the Y3/4 prefixes and suffixes	Can spell words using all of the Y3/4 prefixes and suffixes	Can spell words using some of the Y5/6 prefixes and suffixes	Can spell words using all of the Y5/6 prefixes and suffixes
Children use their phonic knowledge to write words in ways which match their spoken sounds. (ELG)	Can spell words containing the range of Y1 phonemes	Can spell words containing the range of Y2 phonemes	Can use the <b>first 2 letters</b> of a word to check spellings in a dictionary	Can use the <b>first 3 letters</b> of a word to check spellings in a dictionary	Can use the first 3 letters of a word to check spellings <b>and meanings</b> in a dictionary, <b>use a thesaurus.</b>	Can use the <b>first 4 letters</b> of a word to check spellings and meanings in a dictionary. Use a thesaurus
	Can spell adjectives ending in -er and -est					
	Can spell words using the prefix -un					
	Can spell plural nouns by adding -s and -es					

Presentation

R	Y1	Y2	Y3	Y4	Y5	Y6
<p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG)</p>	<p>Form lower-case letters, capital letters and digits 0-9 correctly and understand which letters belong to which family (e.g. tall letters, long letters)</p> <p>Leave spaces between words</p>	<p>Form <b>correctly sized</b> and orientated lower- case letters, capital letters and digits</p> <p>Start using some of the <b>diagonal and horizontal strokes</b> needed to join letters and understand which letters are best left un- joined</p> <p>Use <b>spacing</b> between words that reflects the size of the letters</p>	<p>Join letters, <b>deciding which letters are best left un-joined</b></p> <p>Write in a <b>legible and consistent</b> style</p>	<p>Write in a legible and consistent style, with <b>increased quality and speed</b></p> <p>Write letters with <b>parallel down strokes</b> and <b>appropriate spacing</b></p>	<p>Write <b>fluently</b> and legibly with speed and a <b>personal style</b></p>	<p>Write fluently and legibly with speed and a personal style</p>