

# Progression in Writing and Assessment







# Progression in Writing and Assessment

This writing tool enables all teachers to see how the skills of writing are built on year by year and how different skill sets are developed within and across the year.

Narrative writing is developed progressively each half term. Within a year, this clearly identifies a building of skills. The transformation, allows us to see Greater depth learners performing more adeptly across the year, rather than just at the end of the year.

Non-fiction writing is clearly mapped to enable children to hone their skills in a cyclical manner, building on skills within a year and from year to year. Non-fiction writing may be linked to foundation subject learning; this opportunity enables children to have secure understanding of the subject specific vocabulary and knowledge and therefore concentrate on the writing skills and organisation of text. Non-fiction writing may also come from quality fiction that is being shared with the children too. Exploiting opportunities this way enable our learners to be fully immersed in the subject knowledge from the text and, again, be able to concentrate on writing skills and text structure and organisation.

Additional writing opportunities support our drive for children to become authors, poets, bloggers, playwrights, journalists, advertisers, lyricists and broadcasters etc

Our intention is that all children 'know how' to write and are equipped with the basic skills to do just that and be understood by others, but also that they 'want' to write to share their thoughts, knowledge, ideas, adventures and wonderings; Excellence, Inspiration and Partnership.

The Assessment tool is a 'talking tool'. A support for a teacher to enable an accurate teacher assessment judgement to be made, using all the pupil's writing, not just longer pieces, to make a decision about where a child is on their journey to reaching an Age Related Standard. The tool should be used for a teacher to make an independent informed judgement and also for teams of staff to discuss to compare writing across a cohort and make decisions ranking pupils. Assessment is so much more than making a judgement of attainment; our tool and reflections using it should enable a teacher to plan for 'what next' to ensure a child makes 'rapid and appropriate' progress.

Assessment is not always 'linear' for our pupils. Our pupils are all different, as is the support and challenge and are the adaptations and scaffolds that we should see evident in their evidence.





Year 1						
	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Expected Standard (EXS)</b> By the end of Year 1, all pupils will be able to: <b>Write simple sentences by sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense.</b> <b>Describe a character or something or someone with some appropriate adjectives.</b> <b>Write sentences mostly demarcated by full stops and capital letters.</b>						
<b>Through dictation, record a short simple story, composed by the teacher, with predictable phrases and some simple sentences eg. repetition of key phrases – “huff and puff and blow your house down”, Focus on holding a sentence and writing down sentence at a time. Pupils apply letter formation, finger spaces, capitalisation and full stops as well as attempting the suffix -ing.</b> <b>Transform for GDS</b> Add additional detail joining sentences using ‘and’ independently composing <b>PAG</b>						
<b>Narrative 1</b> <b>Record a transcript</b> <b>Narrative 2</b> <b>Record a transcript</b> Record, through dictation, a whole class composed simple section of a story, where there are simple sentences and some coordinated with ‘and’ <b>Transform for GDS</b> Add their own section crafted independently to extend setting description with good vocabulary choices from oral rehearsals. <b>Narrative 3</b> <b>Record a transcript</b> Copy part 1 of a short story, transcribe part 2 through dictation, composed by teacher, including a ‘question’ sentence. Compose part three using simple sentences and those coordinated with ‘and’ <b>Transform for GDS</b> Copy part 1, compose and craft part 2 and 3, utilising oral rehearsal vocabulary and the subordinating conjunction ‘because’ <b>Narrative 4</b> Transcribe through dictation a story starter sentence composed by the teacher that is coordinated by ‘and’ Compose the rest <b>Transform for GDS</b> Using the story starter sentence dictated by the teacher develop a story that has varied, sentence starters beyond ‘subject’/ pronoun/ proper noun <b>Narrative 5</b> Write a story from 3 images to prompt composition Include mostly accurate sentence punctuation. <b>Transform for GDS</b> Within their composition, use a question sentence and an exclamation sentence effectively. <b>Narrative 6</b> Write a short story/ section of a story, which Includes accurate sentence punctuation consistently, a range of sentence types (question/ statement and exclamation) in the third person. <b>Transform for GDS</b> Write a short story/ section of a story, which Includes accurate sentence punctuation consistently, a range of sentence types(question/ statement and exclamation) in the first person.						
<div> <input type="checkbox"/> Capital letters for pronouns and I Finger spaces Full stops Simple coordinating conjunction ‘and’ for joining to simple sentences  Present tense I am, he is, they are,  we are  Suffix ‘-ing’ eg walking, climbing, sitting         </div> <div> <b>PAG</b>  <input type="checkbox"/> Past tense verbs suffix -ed and irregular ‘went’ ‘gone’ ‘saw’  <input type="checkbox"/> Capitalisation of pronouns  <input type="checkbox"/> Question mark  <input type="checkbox"/> Adjective noun expansion ‘naughty, little brother’, ‘long, curly hair’         </div> <div> <b>PAG</b>  <input type="checkbox"/> Extend a sentence adding ‘because’ as a subordinating conjunction before an independent clause  <input type="checkbox"/> Exclamation marks  <input type="checkbox"/> Varying sentence openers using subject pronouns such as he, they, she/ nouns eg The lady, The Giant and Pronouns eg Alfie  <input type="checkbox"/> Expanded noun phrases ‘bright, smiling girl’, ‘dark, creepy castle’, ‘high, wobbly ladder’         </div> <div> <b>PAG</b>  <input type="checkbox"/> Distinguish between a sentence, command and an exclamation  <input type="checkbox"/> Varying sentence openers to include simple time adverbials  <input type="checkbox"/> Sentence labelling subject and verb Plural -s -es            Capital letters for names of places         </div> <div> <b>PAG</b>  <input type="checkbox"/> Suffix -er, and ‘more’ to compare  <input type="checkbox"/> Prefix ‘un’ changing the meaning of verbs negatively eg untie, undo, unlock, unpack, unzip  <input type="checkbox"/> Commas in a list            Adverbs to describe a verb         </div> <div> <b>PAG</b>  <input type="checkbox"/> Suffix -est, and ‘most’ to compare  <input type="checkbox"/> Prefix ‘un’ changing the meaning of adjectives negatively eg unkind, unwell, unsafe, unhealthy            Adverbs to describe a verb         </div>						
<div> <b>Record a transcript</b> <b>Recount 1</b> Through dictation, record simple sentences to match pictures, or sequences of pictures, illustrating an event. Pupils apply letter formation, finger spaces, capitalisation and full stops as well as attempting the suffix -ed  <b>Transform for GDS</b> Add a small section using their own sentences where some sentences are joined using the conjunction ‘and’. <b>PAG</b> </div> <div> <b>Record a transcript</b> <b>Instructions 1</b> Through dictation, after whole class oral rehearsal, write simple instructions about something they know well. These will include imperative verbs, precise language and commands which pupil set out in an effective way.  <b>Transform for GDS</b> Structure instructions formally as modelled, and edit transcript to expand by including a list of equipment <b>PAG</b> </div> <div> <b>Record a transcript</b> <b>Report 1</b> Copy part 1 of a report, transcribe part 2 through dictation, composed by teacher, including a ‘question’ sentence. Compose part three using simple sentences and those coordinated with ‘and’  Use past tense consistently with ‘ed’ suffix  <b>Transform for GDS</b> Copy part 1, compose and craft part 2 and 3, utilising oral rehearsal technical vocabulary and the subordinating conjunction ‘because’ <b>PAG</b> </div> <div> <b>Recount 2</b> Transcribe through dictation an exclamation sentence composed by the teacher eg What a super time we had at the fair! Compose the rest maintaining past tense. <b>Transform for GDS</b> Using the starter sentence dictated by the teacher develop a recount that has varied, sentence starters beyond ‘subject’/ pronoun/ proper noun, maintaining past tense.         </div> <div> <b>Instructions 2</b> Write instructions, using images as sequencing prompts, with some expansion about something within the context of their knowledge including imperative verbs. Use accurate sentence punctuation. <b>Transform for GDS</b> Expand by including more instructional features eg a list of equipment numbered lists. Sentence structure to include commas in a list.         </div> <div> <b>Report 2</b> Write a short report, which includes accurate sentence punctuation consistently, a range of sentence types (question/ statement and exclamation) in the third person. <b>Transform for GDS</b> Write a short report, which includes accurate sentence punctuation consistently, a range of sentence types (question/ statement and exclamation). Joining sentences using subordination ‘because’ and coordination ‘and’ to provide more detail. <b>PAG</b> </div>						
<div> <input type="checkbox"/> Capital letters for pronouns and I Finger spaces Full stops Simple coordinating conjunction ‘and’ for joining to simple sentences Past tense I was, he walked, they looked Suffix ‘-ed’ eg walked, climbed         </div> <div> <input type="checkbox"/> Capital letters for pronouns and I Finger spaces Full stops Simple coordinating conjunction ‘and’ for joining to simple sentences Present tense I am, he is, they are, we are Imperative verbs ‘Put’ ‘Carry’ ‘Pour’ Numbered bullets         </div> <div> <input type="checkbox"/> Extend a sentence adding ‘because’ as a subordinating conjunction before an independent clause to add justification  Varying sentence openers using subject pronouns such as he, they, she/ nouns eg The lady, Our  teacher and Pronoun eg Alfie  Expanded noun phrases ‘kind, friendly giant’ ‘thick, gooey juice’         </div> <div> <b>PAG</b>  <input type="checkbox"/> Capital letters for pronouns and I  <input type="checkbox"/> Finger spaces  <input type="checkbox"/> Full stops  <input type="checkbox"/> Simple coordinating conjunction  <input type="checkbox"/> ‘and’ for joining to simple sentences  <input type="checkbox"/> First person  <input type="checkbox"/> Past tense I was, Suffix ‘-ed’ eg walked, climbed  <input type="checkbox"/> Expanded noun phrases ‘kind, friendly giant’ ‘thick, gooey juice’         </div> <div> <b>PAG</b>  <input type="checkbox"/> Capital letters for pronouns and I  <input type="checkbox"/> Finger spaces  <input type="checkbox"/> Full stops  <input type="checkbox"/> Simple coordinating conjunction  <input type="checkbox"/> ‘and’ for joining to simple sentences  <input type="checkbox"/> Extended sentence adding ‘because’ as a subordinating conjunction before an independent clause to add justification  <input type="checkbox"/> Imperative verbs ‘Put’ ‘Carry’ ‘Pour’            Bullets            Comma in a list for equipment            Expanded noun phrases heavy,         </div> <div> <input type="checkbox"/> Heading/subheading sentences all about the same thing  Coordinating conjunction ‘and’  Subordinating conjunction ‘because’ Clauses         </div>						
<div> <b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>• Use predictable and repeated phrases in own writing drawn from reading and role-play</li> <li>• Use traditional story language</li> <li>• Describe a character using simple adjectives</li> <li>• Write sentences to match pictures, or sequences of pictures, illustrating an event</li> </ul> </div> <div> <b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>• Use story telling language</li> <li>• Structure story into three parts</li> <li>• Describe a setting, something or someone with some appropriate adjectives</li> <li>• Write in first person using capital letter for “I”</li> <li>• Write sentences mostly demarcated by full stops and capital letters</li> </ul> </div> <div> <b>If a pupil is On-track against end of year Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>• Write sentences by sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense.</li> <li>• Describe a character using simple adjectives</li> <li>• Write instructions with some expansion about something they know well including imperative verbs.</li> <li>• Assemble information about a topic describing different aspects of the subject</li> </ul> </div>						

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<ul style="list-style-type: none"> <li>• Writes simple instructions in order with some imperative verbs</li> <li>• Writes sentences sometimes demarcated accurately with full stops</li> <li>• Begins to separate words with spaces</li> <li>• Begins to use capital letters for the beginning of sentences and for capitals</li> <li>• Uses their phase 2, phase 3 and phase 4 phonicknowledge to write words which match their spoken sounds, some being spelt correctly and others being phonetically plausible</li> <li>• Makes phonetically plausible attempts to spell words accurately and confidently</li> <li>• Form many lower case letters in the correct direction, starting from the right hand side</li> </ul> <p><i>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a WD</i></p> <ul style="list-style-type: none"> <li>• Independently structure writing by ordering sequence of events with use of words like first, next, after, when.</li> <li>• Join clauses by using the conjunction 'and'.</li> </ul> <p>Make careful choices of adjectives. Distinguish between a statement and a command Expand by including more instructional features e.g. numbered points</p>	<p>Use the conjunction "and"</p> <p>Use descriptive language with some use of comparative and superlative adjectives</p> <p>Write sequences using words to signal time e.g. first, next, then, after</p> <p>Uses simple past and present verbs mostly accurately</p> <p>Maintain past tense</p> <p>Use exclamation marks and question marks</p> <p>Spell most common words so far</p> <p>Form most lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Form lower case letters size</p> <p>Corrects size relative to one another in some of their writing</p> <p><i>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a WD</i></p> <ul style="list-style-type: none"> <li>• Independently choose to expand ideas and sentences using "and"</li> <li>• Independently choose to add detail using a variety of adjectives</li> <li>• Independently choose to use and apply vocabulary gathered from reading.</li> </ul> <p>Consider the reader when making vocabulary choices</p> <p>Read own writing to check it makes sense</p> <p>Makes simple edits and correction to own writing after discussion with the teacher</p>	<ul style="list-style-type: none"> <li>• •</li> <li>• •</li> <li>• •</li> </ul> <p><i>If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a WD</i></p> <ul style="list-style-type: none"> <li>• Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories</li> <li>• Always think about the reader as they write, making precise choices</li> <li>• Choose to expand ideas with simple conjunctions and descriptive language</li> <li>• Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately</li> <li>• Add the suffixes –ing, -ed, -ert to spell many words correctly</li> <li>• Evaluate the impact of writing on the reader</li> <li>• Articulate own success criteria</li> </ul>
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Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression in Writing and Assessment Y1-6 Summer 2024 revised documentation.</b> <b>Regularly whilst pupils become automatic and fluent with spelling and handwriting</b>					
<b>Retell a 3 part story that has a key central character.</b> <b>Transform for GDS</b> Change character to opposite of first draft with a focus on opposite, comparative and superlative adjective <b>PAG</b>					
<b>Narrative 2</b> Retell a story – with repeated events using the rule of three. <b>Transform for GDS</b> Make the three events contrast by using adjectives and careful choice of expanded noun phrases.					
<b>Narrative 3</b> Plan and tell a 3 part story with a focus on expanded noun phrases to provide detail and specification. <b>Transform for GDS</b> Revise the way the nouns are expanded eg. Adjectives after the noun, before the noun and use of additional information					
<b>Narrative 4</b> Plan and tell a story in four parts with clear use of subordination and co-ordination. <b>Transform for GDS</b> Expand on the main event with a focus on use of verbs and adverb					
<b>Narrative 5</b> To plan and write a familiar story with a range of sentence types <b>Transform for GDS</b> Retell the familiar story with consideration to characterisation and focus on what a character might say and how they would say it. <b>PAG</b>					
<b>Narrative 6</b> To plan and write your own story, innovating imitating, showing the use of a range of sentence types and language to add detail. <b>Transform for GDS</b> Expand on the language by introducing simple figurative language and more adventurous vocabulary.					
<input type="checkbox"/> <b>Command and Statement revisited</b> <input type="checkbox"/> <b>Question marks purpose and use</b> <input type="checkbox"/> <b>Nouns – common and proper including capitalisation</b> <input type="checkbox"/> <b>Adjectives for purpose of adding simple detail</b> <input type="checkbox"/> <b>Noun phrases and simple expanded noun phrases</b> <input type="checkbox"/> <b>Subordination because to extend a sentence and give a reason</b>		<b>PAG</b> <input type="checkbox"/> <b>Contracted apostrophes eg don't, won't, I'll, I'm, you'll</b> <input type="checkbox"/> <b>Coordination – joining two simple sentences together</b> <input type="checkbox"/> <b>Expanded noun phrases for improved detail</b> <input type="checkbox"/> <b>Verb understanding of what it is and how a sentence has to have one including</b> <input type="checkbox"/> <b>the verb 'to be' – am, are, is, was, were</b>		<input type="checkbox"/> <b>Adverbs to expand verbs (suffix ending -ly, -ness, -ment, -ful)</b> <input type="checkbox"/> <b>Possessive apostrophes for belonging</b>	
<b>Recount 1</b> Write as simple first person recount maintaining past tense and consistent use of first person. <b>Transform for GDS</b> Write same recount as a third person recount.		<b>Non-chronological report 1</b> Group and assemble information into a short non-chronological report. <b>Transform for GDS</b> Expand on the information using expanded noun phrases to describe and specify <b>PAG</b>		<b>Recount 2</b> Write a narrative recount in role. <b>Transform for GDS</b> Write an adjusted form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change <b>PAG</b>	
<b>Instructions 1</b> Write instructions with some expansion including imperative verbs, commands and negatives commands. <b>Transform for GDS</b> Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail. <b>PAG</b>		<b>Non-chronological report 2</b> Use the language and structural features in a specific form eg. leaflet. <b>Transform for GDS</b> Change the form of the report from a given leaflet to a page in a non-fiction book or letter to inform. <b>PAG</b>		<b>Persuasion</b> Write a simple persuasive piece <b>Transform for GDS</b> Change a simple persuasive piece into a persuasive letter	
<b>PAG</b> <input type="checkbox"/> <b>Adverbials for time</b> <input type="checkbox"/> <b>Exclamation marks</b>		<input type="checkbox"/> <b>Adverbials for time</b> <input type="checkbox"/> <b>Commands</b> <input type="checkbox"/> <b>Adverbs to expand verbs (ly)</b>		<input type="checkbox"/> <b>Comparative and superlatives</b> <input type="checkbox"/> <b>Coordination and subordination</b> <input type="checkbox"/> <b>Exclamation sentences</b>	
<b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language</li> <li>Use information from research to group and assemble information into a short non-chronological report.</li> <li>Write about a real event, recording it simply and clearly</li> <li>Demarcate sentences with capital letters and full stops.</li> <li>Understand how to write in the past tense</li> <li>Write in the first and third person</li> <li>Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)</li> <li>Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form lower-case letters of the correct size relative to one another in some of their writing</li> <li>Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</li> <li>Spell most common exception words taught so far</li> </ul>		<b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>Write simple, coherent narratives in four parts</li> <li>Write about a real experience structured appropriately</li> <li>Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands</li> <li>Expand noun phrases to describe and specify</li> <li>Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</li> <li>Use capital "I" for personal pronouns</li> <li>Use a wide range of subordination (e.g. when/if/that/because) to join clauses</li> <li>Form lower-case letters of the correct size relative to one another in most of their writing</li> <li>Use spacing between words that reflects the sizes of the letters</li> <li>Spell common exception words covered so far</li> </ul>		<b>If a pupil is On-track against end of year Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>Write simple, coherent narratives in four parts</li> <li>Write about real events, recording these simply and clearly</li> <li>Write a simple persuasive piece</li> <li>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</li> <li>Use past tense mostly correctly and consistently</li> <li>Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</li> <li>Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Spell many common exception words</li> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ul>	
<b>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a WD</b> <ul style="list-style-type: none"> <li>Expand information using some subordination AND co-ordination</li> <li>Use some expanded noun phrases to describe and specify</li> <li>Use a wide range of adjectives e.g. superlative and comparative adjectives</li> <li>Structure own writing deciding on what goes in each part</li> </ul>		<b>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a WD</b> <ul style="list-style-type: none"> <li>Write effectively and coherently to recount, instruct and entertain</li> <li>Decide on the structure of writing based on its form.</li> <li>Know what features to change when changing the form of writing.</li> <li>Identify where words are spelt incorrectly</li> <li>Edit own writing with simple corrections</li> <li>Add suffixes to spell some words correctly</li> <li>Experiment with cursive writing</li> <li>Understand 1st person and 3rd person writing</li> <li>Experiment with a range of ways of expanding nouns</li> <li>Experiment with adverbs</li> </ul>		<b>If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a WD</b> <ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>Experiment with simple figurative language</li> <li>Makes simple additions, revisions and proof-reading corrections to their own writing</li> <li>spell most common exception words add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</li> <li>Use the diagonal and horizontal strokes needed to join some letters independently choose to use features of different forms of writing showing awareness of audience and form.</li> </ul>	



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Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>DRtEasStiimonp:leShoPurldesbeentpSraimctpisleedrPeagsutlaPrroygwrehsislvtep(uwpaisls,wbeecroe)meParuetsoemntaPtircoagnredsfsluiveen(tisw)itPhassptePlelirnfgecatn(dhahda)ndPweristeinngtPerfect(have/has)</b>					
<b>Narrative 1</b> To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. <b>Transform for GDS</b> Change into a first person story.					
	<b>Narrative 2</b> To write a story, in the first person, with a definite ending. <b>Transform for GDS</b> Provide an ending to pupils and they write a narrative to lead to it	<b>Narrative3</b> Re-tell or write their own story with a clear atmosphere Some basic dialogue included. <b>Transform for GDS</b> Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader	<b>Narrative4</b> To write a story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters <b>Transform for GDS</b> Write a story where the strong dilemma is in a different genre eg first person recount/diary/letter/blog	<b>Narrative5</b> Write a story that has a problem and a resolution, where the action is moved forward through character dialogue <b>Transform for GDS</b> Begin your narrative with a different genre to set the scene eg a postcard, a holiday brochure <b>PAG</b>	<b>Narrative6</b> Write a story where dialogue is the driver to move the action of the story on. <b>Transform for GDS</b> Write an narrative that includes dialogue in the traditional form but also insert a different genre that exemplifies dialogue eg an interview, a phone conversation, an email etc
<b>PAG</b> <input type="checkbox"/> Paragraphs to keep ideas together <input type="checkbox"/> Clauses- main clause recognition and accuracy <input type="checkbox"/> Determiners -a- and -an- and -the- being able to label and identify <input type="checkbox"/> Word classes reinforced, able to select from a sentence which word class a word is <input type="checkbox"/> Nouns and pronouns for clarity used well and distinguished <input type="checkbox"/> Expanded noun phrases used for effect on the reader and varied <input type="checkbox"/> Possessive apostrophes revisited <input type="checkbox"/> Coordinating conjunctions to join two sentences together- For, And, Nor, But, Or, Yet and So <input type="checkbox"/> Direct Speech- Punctuate speech accurately with inverted commas, commas and capitalisation		<b>PAG</b> <input type="checkbox"/> Paragraphs to maintain cohesion within a paragraph and distinguish ideas across a text <input type="checkbox"/> Fronted adverbials punctuated with commas to enhance description, time or place <input type="checkbox"/> Adverbs – Time, Reason, Manner and Place <input type="checkbox"/> Subordinating conjunctions when, if, because, although used to expand sentences <input type="checkbox"/> Subordinating clauses identified and composed using punctuation to demarcate <input type="checkbox"/> Dialogue punctuated and used to attempt to advance character and action Word classes reinforced, able to select from a sentence which word class a word is		<input type="checkbox"/> Paragraphs for cohesion used to effect <input type="checkbox"/> Fronted adverbials with commas used for effect <input type="checkbox"/> Adverbs – Time, Reason, Manner and Place used effectively <input type="checkbox"/> Subordinating conjunctions when, if, because, although used to expand sentences <input type="checkbox"/> Subordinating clauses recognised and used and punctuation used to demarcate <input type="checkbox"/> Dialogue to advance character and action punctuated used effectively <input type="checkbox"/> Word classes reinforced, able to select from a sentence which word class a word is	
<b>Recount1</b> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. <b>Transform for GDS</b> Write same event in a different form e.g., a letter or a diary, a telephone call, a brochure	<b>Non-chronological report1</b> Write an information piece with a clear audience <b>Transform for GDS</b> Change the formality of the non-chronological report	<b>Recount 2</b> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. Engaging the author with detail/humour <b>Transform for GDS</b> Write same event in a different voice e.g for a different audience	<b>Non-chronological report 2</b> Write a non-chronological report about a subject researched in a specific form e.g. leaflet/ brochure <b>Transform for GDS</b> In addition, present a section of the non-chronological report in a different form ie instructions, warning guide, video	<b>Instructions</b> Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience. <b>Transform for GDS</b> Adjust the instructions from an opposite view point eg How to wash a woolly mammoth v How to avoid being washed	<b>Persuasion</b> Present a persuasive point of view, beginning to link points together. <b>Transform for GDS</b> Change the viewpoint of the author, selecting vocabulary appropriately.
<b>PAG</b> <input type="checkbox"/> Prepositions <input type="checkbox"/>	<b>PAG</b> <input type="checkbox"/> Paragraphs to group themes and ideas Use headings and subheadings to organise writing	<b>PAG</b> <input type="checkbox"/> Paragraphs	<b>PAG</b> <input type="checkbox"/> Paragraphs <input type="checkbox"/> Headings and subheadings to instruct the reader to separate parts of the writing for scanning readers	<b>PAG</b> Paragraphs	<b>PAG</b> <input type="checkbox"/> Paragraphs
<b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>• Write a four part story with a strong ending.</li> <li>• Maintain writing in the 1st person</li> <li>• Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</li> <li>• Write a series of extended sentences to explain a process</li> <li>• Show some awareness of different sentence openers including adverbs.</li> <li>• With support begin to use separate paragraphs to organise ideas.</li> </ul> Demarcates sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far Use diagonal and horizontal strokes needed to join letters in some of their writing		<b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>• Re-tell or write own story varying voice and intonation to create effects and sustain interest</li> <li>• Some use of inverted commas to mark direct speech</li> <li>• Write a formal information piece with a specific audience and specific form</li> <li>• Organise paragraphs around a theme Use heading and sub-heading to aid presentation</li> <li>• Begin to experiment with figurative language</li> <li>• Use some words that capture the reader's interest, imagination and create a specific effect on the reader</li> </ul> Use inverted commas to punctuate direct speech Capital letters, full stops, question marks and exclamation marks used mostly correctly. Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly Begin to use joined writing throughout independent writing		<b>If a pupil is On-track against end of year Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>• Write a story that has a problem and a resolution and where dialogue is beginning to move the story on.</li> <li>• Write increasingly complicated instructions with a clear audience ensuring they can be easily followed.</li> <li>• Use conventions of written dialogue to show the relationships between two characters and move the action forward.</li> <li>• Present a persuasive point of view in the form of a letter</li> </ul> Plan with a clear purpose, audience and form Express time, place and cause using conjunctions Independently organise paragraphs around a theme Use expanded noun phrases to add detail and precision to writing Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors. Use inverted commas to punctuate direct speech Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly Use joined writing throughout independent writing Proof-read for spelling and punctuation errors, making corrections and revisions to	
<b>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a WD</b> <ul style="list-style-type: none"> <li>• Independently choose and know what to adapt and include when changing the form of writing.</li> </ul> Maintain writing in the 1st and 3rd person.		<b>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a WD</b>			



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<ul style="list-style-type: none"><li>• Include additional features for the form and audience of the writing.</li><li>• Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.</li></ul>	<ul style="list-style-type: none"><li>• Use conventions of written dialogue to show the relationships between two characters and move the action forward.</li><li>• Apt use of vocabulary especially verbs</li><li>• Independently choose and know what to adapt and include when changing the form of writing.</li><li>• Inverted commas used mostly accurately</li></ul> <p>Use the language of comparison and contrast in report writing Evaluate own writing against the purpose, text structure, audience.</p>	<p>own writing.</p> <p><i>If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a WD</i></p> <ul style="list-style-type: none"><li>• • Explore a range of organisation devices depending on the form</li><li>• • Select precise vocabulary based on the audience and style of writing</li></ul> <p>Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing Use a wider range of co-ordinating and subordinating conjunctions with and across sentences</p>
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Year 4					
Autumn 1		Autumn 2		Spring 1	
Autumn 2		Spring 2		Summer 1	
Summer 2					
<p><b>PTeasntseSsimple</b></p> <p><b>Narrative1</b> Present Simple Past Progressive(was, were) Present Progressive (is) Past Perfect (had) Present Perfect (have/has)</p>					
<p>Toplanandwritetheirownretellofastory withafocusonvariedandrichvocabulary and a range of sentence structures.</p> <p><b>TransformforGDS</b></p> <p>Addcharacterdescriptionsdesignedto provoke sympathy or dislike in the reader</p> <p><b>PAG</b></p>		<p><b>Narrative2</b></p> <p>Planandwriteasectionofastorybuildingon astarterthateveryoneisgiven/modelled</p> <p><b>Transform for GDS</b></p> <p>Insertanalternativegenretofocusonthe conflictstage.</p>		<p><b>Narrative 3</b></p> <p>Plan and write a complete story</p> <p><b>Transform for GDS</b></p> <p>Experiment with using different organisational devices to attempt to link paragraphs together to aid cohesion</p>	
<p><b>Narrative 4</b></p> <p>Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</p> <p><b>Transform for GDS</b></p> <p>Transform the narrative through a contrast in atmosphere, varying the vocabulary to support it</p>		<p><b>Narrative 5</b></p> <p>Write in role as a character from a story.</p> <p><b>Transform for GDS</b></p> <p>Change the narrative voice or write from two perspectives.</p>		<p><b>Narrative 6</b></p> <p>Plan and write a story with a strong central character using “show not tell” techniques to provide information to the reader about that character.</p> <p><b>Transform for GDS</b></p> <p>Choose how to present their story or a section of a story</p>	
<p>Prepositionalphrasesidentifiedbeyondpositionalpreposition(Startswitha preposition and ends with a noun) eg ‘The girl with the long hair’, the preposition is ‘with’ the prepositional phrase is ‘with the long hair’. The book is on the table, the prepositionis‘on’theprepositionalphraseis‘onthetable’</p> <p>Linkthenounstodeterminersegpossessivedeterminers,identifyinasentnece</p> <p>Definiteandindefinitearticles(the/an)<b>The</b>bookwithspellsinorabook</p> <p>Commasafterfrontedadverbialsusedeffectively</p> <p>Commastomarkclauseswithinsentences</p> <p>Apostrophestomarksingularandplural</p> <p>Dialoguepunctuatedaccuratelytoadvanceactionandcharacter</p> <p>Consistentuseofpersonacrossapieceofwritingoradeliberateshift</p> <p>Cohesionbetweenparagraphsesthroughuseofpunctuation/conjunctions</p> <p>Correctuseofnounsandpronounstoavoidambiguityandrepetitionandengagethe reader, being able to label when in a sentence</p>		<p><b>PAG</b></p> <ul style="list-style-type: none"> <li>□ Prepositional phrases identified in sentences and written</li> <li>□ Link the nouns to determiners eg possessive determiners use consistently and identify</li> <li>□ Definite and indefinite articles used for effect</li> <li>□ Correct use of nouns and pronouns to avoid ambiguity and repetition</li> <li>□ Commas after fronted adverbials used consistently</li> <li>□ Commas to mark clauses used for effect on the reader</li> <li>□ Apostrophes to mark singular and plural</li> <li>□ Dialogue punctuated accurately to advance action and character</li> <li>□ Consistent use of person</li> <li>□ Cohesion between paragraphs eg punctuation/ conjunctions</li> </ul>		<p><b>PAG</b></p> <ul style="list-style-type: none"> <li>□ Prepositional phrases</li> <li>□ Link the nouns to determiners eg possessive determiners</li> <li>□ Definite and indefinite articles</li> <li>□ Commas after fronted adverbials</li> <li>□ Commas to mark clauses</li> <li>□ Apostrophes to mark singular, plural and contraction</li> <li>□ Dialogue punctuated accurately to advance action and character</li> <li>□ Consistent use of person</li> <li>□ Cohesion between paragraphs eg punctuation/ conjunctions</li> <li>□ Correct use of nouns and pronouns to avoid ambiguity and repetition</li> </ul>	
<p><b>Recount1</b></p> <p>Write a recount in the 1st person with a clear audienceandform</p> <p><b>TransformforGDS</b></p> <p>Changetheaudienceoftherecount</p>		<p><b>Non-chronologicalreport1</b></p> <p>Write a report with a clear audience and specificform.</p> <p><b>TransformforGDS</b></p> <p>Createashiftinformalitythroughaninsertion</p>		<p><b>Persuasion</b></p> <p>Write an advertisement focussing on how informationshouldbebestpresented.Use exaggerated claims, tactics for grabbing attentionandangeoflinguisticdevices</p> <p><b>TransformforGDS</b></p> <p>Changetheadvertintoa differentformeg. poster to TV advert changing organisational devises, use of vocabulary and linguistic devices.</p>	
<p><b>Recount2</b></p> <p>Write a recount in the form of a report. Use directquotes,linkingparagraphstogether appropriately.</p> <p><b>TransformforGDS</b></p> <p>Same recount in a different form and style eg. Recounteventsasadiary.</p>		<p><b>Non-chronologicalreport2</b></p> <p>Write a comparative report based on their ownnotes(from<b>texts</b>sources)takenfrom severalsources.</p> <p><b>TransformforGDS</b></p> <p>Turn the report into a clear form with a differentaudienceeg.factfile,webpage, entry into non-fiction reader book. <b>PAG</b></p>			
<p><b>PAG</b></p> <ul style="list-style-type: none"> <li>□ Prepositionalphrases</li> <li>□ Consistentuseofperson</li> <li>□ Cohesionbetweenparagraph seg</li> <li>□ punctuation/conjunctions</li> </ul>		<p><b>PAG</b></p> <ul style="list-style-type: none"> <li>□ Linkthenounstodeterminerseg</li> <li>□ quantifiersseveral,enough</li> <li>□ Correctuseofnounsandpronouns</li> <li>□ toavoidambiguityandrepetition</li> </ul>		<p><b>PAG</b></p> <ul style="list-style-type: none"> <li>□ Linkthenounstodeterminerseg</li> <li>□ quantifiers</li> <li>□ Cohesionbetweenparagraphseg</li> </ul>	
<p><b>PAG</b></p> <ul style="list-style-type: none"> <li>□ Linkthenounstodeterminerseg</li> <li>□ quantifiers</li> <li>□ Cohesionbetweenparagraphseg</li> </ul>		<p><b>PAG</b></p> <ul style="list-style-type: none"> <li>□ Linkthenounstodeterminerseg</li> <li>□ quantifiers</li> <li>□ Cohesionbetweenparagraphseg</li> </ul>		<p><b>PAG</b></p> <ul style="list-style-type: none"> <li>□ Prepositionalphrases</li> <li>□ Consistentuseofperson</li> <li>□ Cohesionbetweenparagraphseg</li> <li>□ punctuation/conjunctions</li> <li>□ Correctuseofnounsandpronouns</li> </ul>	
<p><b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a WA</b></p> <ul style="list-style-type: none"> <li>• Planandwritetheirownversionofafamiliarstorywithafocusonvariedandrich vocabulary</li> <li>• Planandwriteacompletestorybyidentifyingstagesinthetelling:introduction,build-up, climax or conflict, resolution.</li> <li>• Writearecountinthe1stpersonwithaclearaudienceandform</li> <li>• Inpersuasivewriting,useexaggeratedclaims,tacticsforgrabbingattentionandara range of linguistic devices g. puns, alliteration, invented words</li> <li>• Organiseintoparagraphsaroundathemeandfordifferentsectionsofastory.</li> <li>• Includedescriptiveandexpandednounphrasesto evoke setting and make it more vivid</li> <li>• Useofvariedandrichvocabularydrawnfromreading</li> <li>• Beginntousefrontedadverbials</li> <li>• Useinvertedcommasaccuratelytopunctuatedirectspeech</li> <li>• Beginntousesentenceswithmorethanoneclause</li> <li>• SpellssomewordsfromYear3/4correctlyandspellwordsincontractedform correctly</li> <li>• Consistentlyusejoinedwriting</li> </ul>		<p><b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a WA</b></p> <ul style="list-style-type: none"> <li>• Planacompletestoryfocussedonorganisationaldevices</li> <li>• Planandwritealongerstoryincludingdetailsofsettingusingfigurativelanguageto evoke mood and atmosphere.</li> <li>• Writeanexplanationinanimpersonalstyleadoptingtheuseoflanguageand grammar for the form and audience</li> <li>• Writeareportwithaclearaudienceandspecificform</li> <li>• Useimpledevicesincludingparagraphstostructurewritingwithgrowingawareness of the reader and purpose</li> <li>• Useinvertedcommasaccuratelyandotherspeechpunctuationtopunctuatedirect speech mostly accurately</li> <li>• Usepresent,past,progressiveandperfecttenseverbformsmostlyaccurately</li> <li>• Usepronounsandnounstoaidcohesionandavoidrepetition</li> <li>• Confidentlyusefrontedadverbialsusingacommaafterthefrontedadverbial</li> <li>• Beginntouserelativeclauses</li> <li>• Developtheuseofsentenceswithmorethanone clause</li> </ul>		<p><b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a WD</b></p> <ul style="list-style-type: none"> <li>• Writeeffectivelyforthepurposeandaudience,selectinglanguagethatshowsgood awareness of the reader</li> <li>• Independentlychoosetousearangeoforganisationalandcohesivedevicestohelp structure texts</li> <li>• Usearangeofconjunctionstosupportcohesionwithwriting</li> <li>• Adaptstyleofwritingbasedonachanneto audienceandform</li> </ul>	
<p><b>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a WD</b></p> <ul style="list-style-type: none"> <li>• Usecharacterdescriptionsdesignedtoprovokesympathyordislikeinthereader</li> <li>• Extendtherangeofsentenceswithmorethanoneclausebyusingawiderangeof conjunctions.</li> <li>• Usesentencetypeandlengthtocreatetensionandimpactonthereader.</li> <li>• Adaptstyleofwritingbasedonachanneto audienceandform</li> </ul>		<p><b>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a WD</b></p> <ul style="list-style-type: none"> <li>• Writeeffectivelyforthepurposeandaudience,selectinglanguagethatshowsgood awareness of the reader</li> <li>• Independentlychoosetousearangeoforganisationalandcohesivedevicestohelp structure texts</li> <li>• Usearangeofconjunctionstosupportcohesionwithwriting</li> <li>• Adaptstyleofwritingbasedonachanneto audienceandform</li> </ul>		<p><b>If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a WD</b></p> <ul style="list-style-type: none"> <li>• Independentlyplanandwriteforarangeofpurposesmakingchoicesaboutcontent, grammar, vocabulary and style of writing based on the audience and form.</li> <li>• Developadditionalcharactersandadddetailtosettingsusingadjectivesand figurative language to evoke time, place and mood.</li> <li>• Consistentlyusedialoguesparinglysothatit effectively adds detail to the writing and support characterisation</li> </ul>	





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<ul style="list-style-type: none"><li>• Select form of writing and make vocabulary and grammar choice based on audience.</li></ul>	<ul style="list-style-type: none"><li>• Select own success criteria</li><li>• Explore and manage the shifts between past and present tense appropriately within information texts.</li><li>• Use a range of descriptive techniques to manage changes in mood and atmosphere.</li></ul>	<ul style="list-style-type: none"><li>• Consistently use a range of conjunctions to support cohesion</li><li>• Use a range of precise vocabulary</li><li>• Consistently produce legible joined handwriting</li><li>• Evaluate and re-draft own writing, proposing changes to grammar and vocabulary</li></ul>
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Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TEASNTSE Simple</b> <b>Narrative1</b> Write a simple language progressive (was, were) Present Progressive (is) Past Perfect (had) Present Perfect (have/has) evoke mood and atmosphere and develop characterisation. <b>Transform for GDS</b> Shift the atmosphere of the story in a section of the story <b>PAG</b>					
	<b>Narrative2</b> Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense. <b>Transform for GDS</b> Write the same story but allowing pupils to share how they tell the story	<b>Narrative3</b> Write the next part of the story/chapter <b>Transform for GDS</b> Write a prologue to tell the story	<b>Narrative4</b> Plan and tell a story to explore a narrative viewpoint eg. retell a familiar story from the point of view of another character. <b>Transform for GDS</b> Change the story to experiment with parallel narrators (where events are portrayed simultaneously), for a section.	<b>Narrative5</b> Plan and write a story experimenting with a simple Flashback. Try using different formalities for different shifts. <b>Transform for GDS</b> Use structure to show changes in atmosphere and mood.	<b>Narrative6</b> Plan and write a story using dialogue to build character and move the action forward. <b>Transform for GDS</b> Choose how to represent their story and potentially insert an alternative narrative voice
<input type="checkbox"/> Embedded clauses recognised, labelled and punctuated <input type="checkbox"/> Semicolons, dashes and colons recognised, used to demarcate independent clauses <input type="checkbox"/> Relative clauses identified along with relative pronouns, used and punctuated <input type="checkbox"/> Use of tense agreement consistently used <input type="checkbox"/> Cohesion between paragraphs- enhanced by adverbial links <input type="checkbox"/> Pronouns to avoid repetition used and adjusted in texts <input type="checkbox"/> Direct and reported speech <input type="checkbox"/> Linking nouns to determiners eg Interrogative, (which, what and whose) <input type="checkbox"/> demonstrative (this, those, these and that) <input type="checkbox"/> Converting nouns and adjectives into verbs eg The table is set. I want to table this at the meeting. Eg motive can become motivate, light can become lighten. <input type="checkbox"/> Word class reinforced and recognised in sentences they write		<b>PAG</b> <input type="checkbox"/> Active and passive verb recognition and use <input type="checkbox"/> sentences and labelled <input type="checkbox"/> Embedded clauses spotted and punctuated using commas <input type="checkbox"/> Semicolons, dashes and colons to demarcate independent clauses identified, used and included in writing <input type="checkbox"/> Relative clauses and relative pronouns used effectively <input type="checkbox"/> Use of tense agreement consistently practised <input type="checkbox"/> Cohesion between paragraphs- adverbials used as a strategy to link <input type="checkbox"/> Pronouns to avoid repetition <input type="checkbox"/> Direct and reported speech <input type="checkbox"/> Linking nouns to determiners eg Interrogative, (which, what and whose) <input type="checkbox"/> demonstrative (this, those, these and that) <input type="checkbox"/> Converting nouns and adjectives into verbs <input type="checkbox"/> Word class reinforced and recognised in sentences they write		<b>PAG</b> <input type="checkbox"/> Parenthesis – brackets, dashes, commas used in sentences, recognised in sentences and labelled <input type="checkbox"/> Embedded clauses labelled and used <input type="checkbox"/> Semicolons, dashes and colons to demarcate independent clauses <input type="checkbox"/> Relative clauses and relative pronouns used effectively <input type="checkbox"/> Use of tense agreement accurately used <input type="checkbox"/> Cohesion between paragraphs- adverbial links <input type="checkbox"/> Pronouns to avoid repetition <input type="checkbox"/> Direct and reported speech <input type="checkbox"/> Linking nouns to determiners eg Interrogative, (which, what and whose) <input type="checkbox"/> demonstrative (this, those, these and that) <input type="checkbox"/> Converting nouns and adjectives into verbs <input type="checkbox"/> Word class	
<b>Recount</b> Write a recount with a specific form and audience encouraging pupils to be precise; a level of formality required. <b>Transform for GDS</b> Write the same recount for a different audience, appealing to them through managed shifts of formality.	<b>Non-chronological Reports</b> Plan, compose, edit and refine a non-chronological report focusing on clarity and conciseness. <b>Transform for GDS</b> Consider how another text type eg a set of instructions can be added in to enhance the report	<b>Persuasion</b> Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the piece e.g. an informal speech followed by a formal speech on the same subject. <b>Transform for GDS</b> Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references.	<b>Non-chronological Report 2</b> Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. <b>Transform for GDS</b> Choose another text type to be placed within the text e.g. instructions or explanation embedded within the report	<b>Recount</b> Write a recount with a specific form and audience with a <b>word limit</b> so that pupils are forced to consider the precise level of formality required. <b>Transform for GDS</b> Write the same recount for two or three audiences, appealing to each one through managed shifts of formality.	<b>Discussion</b> Write a discussion; presenting two sides of an argument and coming to a decisive conclusion Use words and phrases that support the overall viewpoints of the discussion. <b>Transform for GDS</b> Attempt to write the discussion text with a balanced view point with a clear audience and form.
<b>PAG</b> <input type="checkbox"/> Use of commas to avoid ambiguity <input type="checkbox"/> Word class	<b>PAG</b> <input type="checkbox"/> Colons for lists <input type="checkbox"/> Parenthesis – brackets, dashes, commas <input type="checkbox"/> Use of commas to avoid ambiguity <input type="checkbox"/> Word class <input type="checkbox"/> Linking nouns to determiners eg Interrogative, (which, what and whose) demonstrative (this, those, these and that)	<b>PAG</b> <input type="checkbox"/> Active and passive <input type="checkbox"/> Modals <input type="checkbox"/> Colons for lists <input type="checkbox"/> Use of commas to avoid ambiguity <input type="checkbox"/> Word class	<b>PAG</b> <input type="checkbox"/> Parenthesis – brackets, dashes, commas <input type="checkbox"/> Use of commas to avoid ambiguity <input type="checkbox"/> Active and passive <input type="checkbox"/> Word class <input type="checkbox"/> Linking nouns to determiners eg Interrogative, (which, what and whose) demonstrative (this, those, these and that)	<b>PAG</b> <input type="checkbox"/> Active and passive <input type="checkbox"/> Modals <input type="checkbox"/> Colons for lists <input type="checkbox"/> Use of commas to avoid ambiguity <input type="checkbox"/> Word class <input type="checkbox"/> Linking nouns to determiners eg Interrogative, (which, what and whose) demonstrative (this, those, these and that)	<b>PAG</b> <input type="checkbox"/> Use of commas to avoid ambiguity <input type="checkbox"/> Word class <input type="checkbox"/> Linking nouns to determiners eg Interrogative, (which, what and whose) demonstrative (this, those, these and that)
<b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style.</li> <li>Write a recount with a specific form and audience</li> <li>Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness</li> <li>Use literary devices such as repetition, alliteration, "rule of three".</li> <li>Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</li> <li>Use dialogue to convey character and advance the action</li> <li>Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</li> <li>Experiment with a range of expanded noun phrases to add detail, qualification and</li> </ul>		<b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>Effectively use dialogue to convey character and advance the action.</li> <li>Write in the style of a particular author, organising writing into chapters, extending ways to link paragraphs using adverbs and adverbial phrases.</li> <li>Write a linear procedural text with a wider range of presentational and organisational devices</li> <li>Use a wider range of presentational and organisational features to structure texts specific to the form and audience.</li> <li>Begin to adapt writing based on a change in the audience.</li> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</li> <li>Use commas to clarify meaning and avoid ambiguity</li> <li>Use a range of punctuation from KS2 including brackets, dashes, commas, semi-colons and colons.</li> </ul>		<b>If a pupil is On-track against end of year Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism.</li> <li>Write with a non-linear structure.</li> <li>Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader</li> <li>Plan, compose, edit and refine an explanation text showing good awareness of the reader</li> <li>Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary</li> <li>Use dialogue to convey character and advance the action.</li> <li>Use preposition phrases and expanded noun phrases to add detail, qualification and precision</li> <li>Build cohesion within and across a paragraph using a range of devices.</li> </ul>	



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<p>precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase</p> <ul style="list-style-type: none"> <li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones</li> </ul> <p><i>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a WD</i></p> <ul style="list-style-type: none"> <li>• Independently adapt language choices based on the audience and the intended impact on the reader.</li> <li>• Write for more than one audience, managing changes in content, features and levels of formality.</li> </ul> <p>Embed on text-type within another, controlling the writing and maintain the overall purpose.</p> <p>Use a wider range of clause structures, sometimes varying their position within a sentence.</p>	<ul style="list-style-type: none"> <li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6</li> <li>• Consistently produce legible joined handwriting</li> </ul> <p><i>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a WD</i></p> <ul style="list-style-type: none"> <li>• Develop writing into a parallel narrative telling same events from two points of view.</li> <li>• Start to build cohesion within a paragraph, using some use of pronouns, conjunctions and reference chains.</li> <li>• Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing</li> </ul> <p>Independently enhance the effectiveness of writing through reading, evaluating and re-drafting</p> <p>Use the full range of punctuation taught correctly and appropriately</p> <p>Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading.</p>	<ul style="list-style-type: none"> <li>• Spell correctly many words from Yr5/6</li> <li>• Consistently produce legible joined writing</li> </ul> <p><i>If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a WD</i></p> <ul style="list-style-type: none"> <li>• Choose to combine text-types to support overall effectiveness of the writing.</li> <li>• Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices.</li> <li>• Select precise vocabulary and grammatical structures</li> <li>• Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader</li> <li>• Use the full range of punctuation taught correctly and appropriately</li> <li>• Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.</li> <li>• Develop own success criteria and make choices on audience and form of writing.</li> </ul>
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Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Present Simple</b> <b>Narrative 1</b> Present Simple Past Progressive (was, were) Present Progressive (is) Past Perfect (had) Present Perfect (have/has)					
<b>Write the next part of the story</b> Plan and write a story with a very distinct atmosphere – e.g. suspense, panic, humour <b>Transform for GDS</b> Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere. <b>PAG</b>	<b>Narrative 2 Flashback</b> Plan and write a story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time. <b>Transform for GDS</b> Independently use a non-linear structure to show control of formality for different shifts of time	<b>Narrative 3</b> Write a detailed narrative; focus on dialogue being used to develop characterisation and move action forward. <b>Transform for GDS</b> From a given sentence starter write the narrative following, from a different characters perspective	<b>Narrative 4</b> Plan and write a story, <b>possibly</b> with two narrators to tell the story from different perspectives. <b>Transform for GDS</b> Independently change the formality of the two narrators so that they contrast.	<b>Narrative 5</b> Plan and write an extended narrative utilising description and figurative language to create atmosphere and characterisation. <b>Transform for GDS</b> Choose their own version of representation	<b>Narrative 6 ALL</b> Edit and redraft your own stories to be as good as they can be to publish
<input type="checkbox"/> Hyphens inserted into sentences and understood / used in writing <input type="checkbox"/> Subjunctive form recognised, and understood and used to elicit mood <input type="checkbox"/> Colons to mark boundaries identified and inserted into sentences <input type="checkbox"/> Semicolons to mark boundaries identified and inserted into sentences <input type="checkbox"/> Ellipsis used for effect <input type="checkbox"/> Word classes reinforcement <input type="checkbox"/> Active and passive voice used to adjust formality. Manipulate sentences from and to <input type="checkbox"/> Subject and object clarity of identification and manipulation according to tense		<b>PAG</b> <input type="checkbox"/> Hyphens inserted into sentences and understood / used in writing <input type="checkbox"/> Subjunctive form recognised, and understood and used to elicit mood <input type="checkbox"/> Colons to mark boundaries identified and inserted into sentences <input type="checkbox"/> Semi colons to mark boundaries identified and inserted into sentences <input type="checkbox"/> Ellipsis used for effect <input type="checkbox"/> Word classes reinforcement <input type="checkbox"/> Active and passive voice used to adjust formality. Manipulate sentences from and to <input type="checkbox"/> Subject and object clarity of identification and manipulation according to tense		<b>PAG</b> <input type="checkbox"/> Hyphens inserted into sentences and understood / used in writing <input type="checkbox"/> Subjunctive form recognised, and understood and used to elicit mood <input type="checkbox"/> Colons to mark boundaries identified and inserted into sentences <input type="checkbox"/> Semi colons to mark boundaries identified and inserted into sentences <input type="checkbox"/> Ellipsis used for effect <input type="checkbox"/> Word classes reinforcement <input type="checkbox"/> Active and passive voice used to adjust formality. Manipulate sentences from and to <input type="checkbox"/> Subject and object clarity of identification and manipulation according to tense	
<b>Recount Journalistic writing</b> Write a recount in a specific form with a clear audience ensuring formality is appropriate  <b>Transform for GDS</b> Independently consider how formality will change when the audience or form is changed e.g. recount same event as a formal news report	<b>Non-chronological report</b> Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required  <b>Transform for GDS</b> Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.	<b>Persuasion</b> Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.  <b>Transform for GDS</b> Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.	<b>Discussion</b> Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice.  <b>Transform for GDS</b> Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality	<b>Explanation</b> Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader. <b>Transform for GDS</b> Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news <b>PAG</b>	<b>Non-fiction (choice)</b> Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.
<b>PAG</b> <input type="checkbox"/> <b>Active and passive</b> <input type="checkbox"/> <b>Lay out devices</b>	<b>PAG</b> <input type="checkbox"/> Punctuating bullet points consistently <input type="checkbox"/> Lay out devices	<b>PAG</b> <input type="checkbox"/> Subjunctive form <input type="checkbox"/> Layout devices	<b>PAG</b> <input type="checkbox"/> Subjunctive form <input type="checkbox"/> Layout devices	<input type="checkbox"/> Active and passive voice <input type="checkbox"/> Hyphens <input type="checkbox"/> Brackets <input type="checkbox"/> Layout devices	<b>PAG</b> <input type="checkbox"/> Punctuating bullet points consistently <input type="checkbox"/> Layout devices
<b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>Integrated dialogue in narrative to convey character and advance the action</li> <li>Describes settings and characters building a distinct atmosphere</li> <li>Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.</li> <li>Write a recount in a specific form with a clear audience ensuring formality is appropriate</li> <li>Use layout devices, such as headings, sub-headings, bullets and tables to structure texts</li> <li>Write effectively for each purpose and selected audience, showing good awareness of the reader</li> <li>Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader</li> <li>Draw on their knowledge of etymology and morphology to support spelling</li> <li>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly</li> </ul> <b>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a WD</b> <ul style="list-style-type: none"> <li>Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing</li> <li>Consciously control the structure of sentences</li> <li>Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately</li> <li>Use a range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity</li> <li>Evaluate, draft and re-draft.</li> </ul>		<b>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>In narratives, describes settings, character and atmosphere</li> <li>Integrated dialogue in narrative to convey character and advance the action</li> <li>Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader</li> <li>Use a range of punctuation taught at key stage 2 mostly correctly</li> <li>Use verb tenses consistently and correctly throughout their writing</li> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.</li> <li>Maintain legibility in joined handwriting when writing at speed</li> </ul> <b>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a WD</b> <ul style="list-style-type: none"> <li>Use a non-linear structure to show assured and conscious control of formality for different shifts of time</li> <li>Independently choose vocabulary and language features appropriately for the style and tone of the text</li> <li>Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes</li> <li>Distinguish between the language of speech and writing and choose the appropriate register</li> <li>Choose to combine different text types and associated language features for effect and specific purpose</li> <li>Use a range of punctuation taught at KS2 correctly and when necessary, use the</li> </ul>		<b>If a pupil is On-track against end of year Expected Standard (EXS) they will be a WA</b> <ul style="list-style-type: none"> <li>In narratives, describes settings, character and atmosphere</li> <li>Integrated dialogue in narrative to convey character and advance the action</li> <li>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</li> <li>Use a range of punctuation taught at key stage 2 mostly correctly</li> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.</li> <li>Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious</li> <li>Maintain legibility in joined handwriting when writing at speed</li> </ul> <b>If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a WD</b> <ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</li> <li>Distinguish between the language of speech and writing and choose the appropriate register</li> <li>Exercise an assured and conscious control over level of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>	





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	<ul style="list-style-type: none"><li>punctuation to enhance meaning and avoid ambiguity</li><li>Independently enhance the effectiveness of writing through reading, evaluating and redrafting.</li></ul>	
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