



# Thurston CE Primary Academy Progression Writing

	Year 1/2		Year 3/4		Year 5/6	
Transcription	*write from memory simple dictated sentences containing the GPCs and words taught so far	*write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	*write from memory simple dictated sentences which include familiar GPCs, common exception words and punctuation – including the new punctuation taught	*write from memory simple dictated sentences which include familiar GPCs, common exception words, words from the Y3/Y4 statutory word list and all punctuation taught so far	*write from memory, dictated sentences which include words from the KS2 curriculum	*write from memory, dictated sentences which include words and punctuation from the KS2 curriculum
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction – starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting ‘families’ (eg: letters that are formed in similar ways) and practise these Leave spaces between words	*form lower-case letters of the correct size relative to one another *start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined *write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters *use spacing between words that reflects the size of the letters	*writing is legible *letters are consistent in size and formation *capital letters are the correct size relative to lower case *writing is spaced sufficiently so that ascenders and descenders do not meet *diagonal and horizontal strokes are used consistently to join letters *know which letters, when adjacent, are best left unjoined *appropriate letters are joined – consistent to the school’s handwriting	*writing is legible and fluent and quality is beginning to be maintained at speed *correct choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram *can usually choose the appropriate writing implement for the task	*writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed *correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc... *chooses the writing implement that is best suited for a task	*writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed *correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc... *chooses the writing implement that is best suited for a task

You will never have this day again so, with the guidance of God, make it count!



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Contexts		<p>*write narratives about personal experiences and those of others (real and fictional) *write about real events *write poetry *write for different purposes</p>	<p>*discuss writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar *write to suit purpose showing some features of the genre being taught</p>	<p>*discuss writing similar to that which they are planning to write in order to identify and explain the purpose of its structure, vocabulary and grammar *write to suit purpose and with a growing awareness of audience, using some appropriate features</p>	<p>*discuss the audience and purpose for a piece of writing *with some support - select the appropriate form and use other similar writing as models for their own *when writing narratives, consider ways in which characters and settings can be developed referring to books have read, listened to, seen performed</p>	<p>*confidently identify the audience and purpose for a piece of writing *adapt form and style to suit the audience / purpose and draw appropriate features from models of similar writing *when writing narratives, consider ways in which established authors have developed characters and settings in books the children have read, listened to, seen performed</p>
Planning and Drafting	<p>*say out loud what they are going to write about *compose a sentence orally before writing it *sequence sentences to form short narratives</p>	<p>*plan or say out loud what they are going to write about *write down ideas and/or key words including new vocabulary *encapsulate what they want to say, sentence by sentence</p>	<p>*talk about and record initial ideas *compose and rehearse sentences orally (inc dialogue) *organise paragraphs broadly around a theme with some scaffolding *write chronological narratives *write in sequence *describe characters, settings and/or plot in simple ways adding some interesting details</p>	<p>*discuss and develop initial ideas in order to plan before writing*organise writing into appropriate sections or paragraphs – both for fiction and non-fiction *appropriately use a range of presentational devices including use of title and subheadings *use dialogue [note: balance between dialogue and narrative may be uneven] *describe characters, settings and plot with some appropriate interesting details</p>	<p>*discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop *organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs *use a range of presentational devices including use of title, subheadings and bullet points *use dialogue to indicate character and event *describe characters, setting and plot with growing precision *find key words and ideas – begin to write summaries</p>	<p>*use discussion effectively to develop ideas and language before and during writing*organise and shape paragraphs effectively – develop and expand some ideas in depth, adding detail within each paragraph *use a range of devices to link ideas within and across paragraphs eg: precise adverbials, deliberate repetition, sustained tense *use a range of presentational devices which clearly guide the reader eg: bullet points, tables, columns *integrate dialogue to convey and contrast characters and to advance the action *describe characters, settings and atmosphere with some precision *use complex plot structures *write an accurate précis</p>

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Editing	*discuss what they have written with the teacher or other pupils *re-read what they have written to check that it makes sense	*evaluate their writing with the teacher and other pupils *re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently – including verbs in the continuous form *proof-read to check for errors in spelling, grammar and punctuation	*evaluate own and others' writing – with direction *re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary *make changes to their own writing following a re-read	*evaluate own and others' writing making suggestions for improvements including content, grammar and vocabulary *proof-read, edit and revise their own work	*evaluate own and others' writing: proof-read, edit and revise – making changes which clarify descriptions and meaning *proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation	*evaluate own and others' writing: proof-read, edit and revise – making assured changes to enhance effects and clarify meaning *proof-read to ensure correct subject and verb agreement when using singular and plural – distinguishing between the language of speech and writing and choosing the appropriate register
Performing	*join words and clauses using “and”	*expanded noun phrases to describe and specify	*extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while, before, so	*develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc...	*begin to use a thesaurus to expand vocabulary *choose vocabulary and grammar to suit formal and informal writing – with guidance *use vocabulary which is becoming more precise	*confidently use a thesaurus to find precise word choices and further expand vocabulary *select vocabulary and grammar to suit formal and informal writing with growing precision *use vocabulary which is varied, interesting and precise
Vocabulary	*join words and clauses using “and”	*expanded noun phrases to describe and specify	*extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while, before, so	*develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc...	*begin to use a thesaurus to expand vocabulary *choose vocabulary and grammar to suit formal and informal writing – with guidance *use vocabulary which is becoming more precise	*confidently use a thesaurus to find precise word choices and further expand vocabulary *select vocabulary and grammar to suit formal and informal writing with growing precision *use vocabulary which is varied, interesting and precise

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