

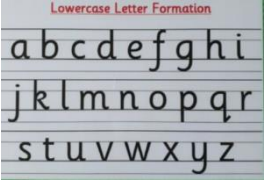


## Barwic Parade Community Primary School Writing Progression Grid

Writing composition and handwriting are taught within mixed-age classes, meaning that both years' objectives are covered throughout the year. In year 1/2 specifically, year 1 writers are still assessed against year 1 expectations but will also be exposed to year 2 content (and vice versa for year 2s). As children move through school, it is expected that they have a secure knowledge of the previous phase objectives and skills before being able to confidently access the next. The progressions mapped below include not only curriculum coverage, but also the appropriate vocabulary progression for each area that children will be exposed to and expected to understand.

### 1. Transcription (handwriting) and vocabulary

### 2. Composition and vocabulary

	EYFS	Key Stage One		Lower Key stage Two		Upper Key stage Two	
<b>Transcription: handwriting – letter formation, placement and positioning.</b>	<p><b>EYFS</b></p> <p style="text-align: center;"><b><u>ELG: Fine Motor Skills</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• To sit correctly at the table, holding their pencil with the correct grip.</li> <li>• To form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• To form capital letters correctly.</li> <li>• To form digits 0-9 correctly.</li> <li>• To understand handwriting 'families' and practise these. <i>(Letters formed in the same way- see below).</i></li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• To form lower-case letters of the correct size relative to one another.</li> <li>• To write capital letters and digits of the correct size in relation to each other and lower-case letters.</li> <li>• To use spaces between words which reflects the size of letters.</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• To use a neat, joined handwriting style with increasing accuracy and speed.</li> <li>• To begin to increase the legibility and consistency.</li> </ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• To increase the legibility, consistency and quality of handwriting.</li> <li>• To ensure that the downstrokes of letters are parallel and equidistant.</li> <li>• To ensure that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• To write legibly, fluently and with increasing speed.</li> <li>• To be clear about what standard of handwriting is appropriate for different tasks, e.g. quick notes or a final handwritten version.</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• To write legibly, fluently and with increasing speed.</li> <li>• To choose the writing implement best suited to the given task.</li> <li>• To choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Transcription: handwriting – joining letters</b></p>	<p><b>EYFS</b> <b>ELG: Writing</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are formed correctly (print)</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• To begin to use diagonal and horizontal strokes to join letters in writing.</li> <li>• To understand handwriting ‘families’ and practise these by joining letters. <b>(Letters formed in the same way- see below)</b></li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• To develop fluency using diagonal and horizontal strokes to join letters in writing.</li> <li>• To understand handwriting ‘families’ and show confidence in modelling them.</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• To confidently use the diagonal and horizontal strokes needed to join letters, following the cursive handwriting strategies taught.</li> <li>• To understand which letters, when adjacent to one another, are best left un-joined.</li> </ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• To confidently use diagonal and horizontal joining strokes throughout independent writing to increase fluency.</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• To join all cursive handwriting in a legible, fluent and speedy way.</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• To ensure that joined, cursive handwriting is maintained to a high standard and can be done with speed.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Transcription: handwriting vocabulary</b></p>	<p>Lower-case letters, capital letters, finger spaces, full stop, ascender, descender</p> 	<p>Lower-case letters, capital letters, finger spacing, digits, join, ascender, descender, exit strokes.</p> <p><b>Handwriting families:</b></p>  <p>Curly caterpillar letters One-armed robot letters Ladder letters Zigzag monster letters</p>	<p>Lead in lines (entry/exit strokes), continuous cursive, upper/lower-case, capitals, consistency, adjacent letters.</p> <p>All previously mentioned handwriting ‘family’ names.</p>		<p>Leading lines (entry and exit strokes), cursive, consistency, legibility, fluency and speed, writing implements.</p> <p>All previously mentioned handwriting ‘family’ names.</p>		

For **‘Transcription: spelling’** see the SPAG progression document (section 1) which outlines all patterns and rules taught across each year.

Composition: planning

EYFS

N/A

Year 1

- To discuss aloud what they plan to write about.
- To compose sentences orally before writing them.
- To plan ideas for editing provided sentences as a group (sentence stacking).

Year 2

- To consider what will be written by planning or discussing ideas aloud.
- To write down ideas and/or key words, including new vocabulary.
- To encapsulate what they want to say, sentence by sentence.

Year 3

- To discuss similar writing to understand and learn from its structure, vocabulary and grammar.
- To discuss and record ideas.
- To begin to use ideas from their reading and modelled examples to plan writing.

Year 4

- To actively discuss similar writing to understand and learn from its structure, vocabulary and grammar.
- To discuss and record ideas in more detail.
- To use ideas from their own reading and modelled examples more frequently, sharing ideas with their peers.
- To begin to take notes, finding which main ideas to summarise from videos or text.

Year 5

- To identify the audience and purpose of writing, selecting the appropriate form to use in their own work **(with some adult support as required)**
- To use similar writing as models for their own.
- To develop note-taking skills, building up speed and detail.
- To note and develop initial ideas, drawing on reading and research.
- To consider how narrative authors have developed characters and settings, drawing on known books read, listened to or seen performed.

Year 6

- To identify the audience and purpose of writing, selecting the appropriate form to use in their own work **(independently)**
- To use similar writing as models for their own.
- To accurately take notes about a range of subjects.
- To confidently note down and develop initial ideas, drawing on reading and research.
- To consider how narrative authors have developed characters and settings, drawing on a wider range of known books.

**Composition: drafting and writing**

**EYFS**

***ELG: Writing***

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

**Year 1**

- To leave spaces between words.
- To sequence sentences to create short narratives (fiction and non-fiction)
- To begin to explore poetry.
- To use Y1 SPAG in writing after it is taught.

**Year 2**

- To write narratives about experiences, personal and otherwise.
- To write about real events.
- To write poetry with support.
- To write for different purposes.
- To write stories using modelled structures (*sentence stacking*)
- To develop positive attitudes and stamina for writing.
- To use Y2 SPAG in writing after it is taught.

**Year 3**

- To compose and rehearse sentences orally (***including dialogue***)
- To begin to include rich and varied vocabulary, and a range of sentence structures.
- To use multi-clause sentences with a range of coordinating and some subordinating conjunctions.
- To begin to use paragraphs.
- In narratives, create settings, characters and plot.
- In non-narrative writing, use organisational devices (headings, subheadings).
- To write poetry based on modelled examples.

**Year 4**

- To compose and rehearse sentences orally (***including dialogue***)
- To use varied and rich vocabulary and an increasing range of sentence structures.
- To increase the use of multi-clause sentences, using a range of subordinating conjunctions.
- To consistently organise writing into paragraphs around a theme.
- In narratives, create settings, characters and plot with more independence (deepening SS, varying plans).
- In non-narrative writing, use organisational devices (headings, subheadings).
- To write a wider range of poetry, using examples for inspiration.

**Year 5**

- To select appropriate grammar and vocabulary, developing an understanding of how choices can change and enhance the meaning of their work.
- To describe settings, characters and atmosphere in narratives.
- To integrate dialogue to convey character and advance the action.
- To develop stamina for writing, homing in on the level of precision in longer passages.
- To use a range of devices to build cohesion within and across paragraphs.
- To use organisational and presentational devices to structure text and to guide the reader, for example: headings,

**Year 6**

- To confidently select appropriate grammar and vocabulary, understanding how choices can change and enhance the meaning of their work.
- To describe in detail the setting, characters and atmosphere in narratives.
- To confidently integrate dialogue to convey character and advance the action.
- To develop stamina for writing, homing in on the level of precision in longer passages.
- To use a wide range of devices to build cohesion within and across paragraphs.
- To use organisational and presentational devices to structure text and to guide the reader, for example:

						bullet points, underlining.	headings, bullet points, underlining.
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**Composition: evaluating and editing**

**EYFS**

N/A

**Year 1**

- To discuss what they have written with adults and other pupils.
- To read aloud their writing clearly enough to be heard by an audience.
- To re-read what they have written to check that it makes sense, making changes with support.

**Year 2**

- To evaluate their own writing independently, with adults and other pupils.
- To re-read their writing to check it makes sense.
- To proof-read to check for spelling, grammar and punctuation errors.
- To read aloud writing with appropriate intonation to make the meaning clear.

**Year 3**

- To begin to propose changes to vocabulary and grammar to improve consistency.
- To use nouns/ pronouns effectively to avoid repetition.
- To proof-read for spelling and punctuation errors with some independence.
- To read aloud their writing to a group/ class, using appropriate intonation and controlling the tone and volume so the meaning is clear.

**Year 4**

- To propose changes to vocabulary and grammar to improve consistency.
- To consistently use nouns/ pronouns effectively to avoid repetition.
- To proof-read for spelling and punctuation errors with more independence.
- To confidently read aloud their writing to a group/ class, using appropriate intonation and controlling the tone and volume so the meaning is clear.

**Year 5**

- To assess the effectiveness of their own and others' writing.
- To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- To ensure the correct use of tense within a piece of writing.
- To become aware of subject and verb agreement when using singular and plural.
- To distinguish between the language of speech and writing.
- To choose the appropriate register.
- To proof-read for spelling and

**Year 6**

- To assess the effectiveness of their own and others' writing.
- To propose relevant changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- To ensure the consistent and correct use of tense throughout a piece of writing.
- To ensure subject and verb agreement when using singular and plural.
- To confidently distinguish between the language of speech and writing.
- To consistently choose the appropriate register.

						<p>punctuation errors.</p> <ul style="list-style-type: none"> <li>• To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• To independently proof-read for spelling and punctuation errors.</li> <li>• To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
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Throughout school, the sentence stacking approach is used when teaching narrative units of work. This approach is adapted to each key stage as appropriate but involves breaking down (or 'stacking') various sentences to form effective paragraphs. As children progress further through school, they should gradually become more independent from this, deepening their writing and developing ideas without moving the plot onwards. Children are, however, able to 'deepen the moment' in all years and should be encouraged to do this if they are able to. By year 5/6, children should have a firm basis for story writing and be applying these skills more independently. As part of this approach, we discuss with children the FANTASTICs which are different focuses of sentences (feelings, asking, noticing, touching, action, smell, taste, imagining and checking). Alongside this, we have a range of 'Barwic Parade' sentence types which model grammar and sentence structures for each key stage. These are displayed on classroom walls. **For other areas of composition, including Spelling, punctuation and grammar, see the SPAG progression document.**

**Composition vocabulary**

**EYFS**

Sound, phoneme, grapheme, letter, capital, upper case, lower case, full stop, exclamation mark, pencil, paper, handwriting, words, star words, sight words, finger spaces, sentences, stories, books, facts, information, label, alphabet, characters, settings, read.

**Year 1/2**

Discuss, check, re-read, sequence, space, narrative, poem, story, fiction, non-fiction, facts, opinions, purpose/reason, perform, read aloud, ideas, plan, model text, sentences, capital letters, full stops, punctuation, conjunctions.

*Also see SPAG progression for more vocabulary*

**Year 3/4**

All those previous plus the following:

Clause, phrase, sentence, paragraph, non-fiction, fiction, audience, purpose, success criteria, draft, edit, plan, model, proof-read, effectiveness, organisational features, volume, tone, consistency.

*Also see SPAG progression for more vocabulary*

**Year 5/6**

All those previous plus +the following:

atmosphere in writing, characterisation, dialogue, effectiveness, subject-verb agreement, register, genre, intonation, stamina.

*Also see SPAG progression for more vocabulary*