



## St Paul's Writing Progression Statements

### English Intent Statement:

At St Paul's CE Primary school we will "Start children off on the way they should go..." by enabling children to:

- be confident when speaking and listening, with their peers and with adults
- develop a love of reading, both for information and enjoyment
- be able to write confidently for different purposes and audiences
- acquire high levels of knowledge and skills in English, enabling them to be well-equipped for the next stage of their education.

## Writing Progression

Pupils in year 1 and 2 should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and rereading to check their meaning is clear.

Pupils in year 3 should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Pupils in year 4 should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence.

Pupils in year 5 should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Text types to be exposed to throughout the year</b>	Range of high quality picture books including: <ul style="list-style-type: none"> <li>• traditional stories</li> <li>• books that reflect diversity</li> <li>• poetry</li> <li>• books by the same author</li> <li>• information books linked to what they are learning</li> <li>• books that show other places or time periods.</li> </ul>	<u>Fiction</u> Traditional tales Stories with familiar settings Stories and poems with repetition Patterns and rhymes  <u>Non-Fiction</u> Captions Information texts (linked to subjects they are studying) Instructions Recounts	<u>Fiction</u> Range of stories – picture books and longer novels in chapters Poems – contemporary and classic Fairy stories / traditional tales  <u>Non-Fiction</u> Reports Instructions Recounts	<u>Fiction</u> Wide range of fiction, including longer narratives and whole books not just extracts Myths and Legends eg. Beowulf Poetry Play scripts  <u>Non-Fiction</u> Reports Explanation Texts eg. reference books or text books Persuasion Texts eg. adverts Recounts eg. diaries Instructions	<u>Fiction</u> Myths and Legends eg. Robin Hood Longer narratives Poetry Play scripts  <u>Non-Fiction</u> Reports Explanation Texts linked to other curriculum subjects eg. science Persuasion Texts Recounts eg. diaries Instructions	<u>Fiction</u> Greek myths and legends Poetry (variety of forms) Historical fiction Modern fiction Fiction from our literary heritage Books from other cultures and traditions <u>Non-Fiction</u> Explanation Texts Persuasion Texts Recounts eg. biographies and autobiographies Discussions / Balanced arguments Newspaper reports	<u>Fiction</u> Writing from our literary heritage inc. poetry Books from other cultures and traditions Books written by the same author Variety of books / poetry based on the same theme to enable comparison and contrast. <u>Non-Fiction</u> Persuasion Texts eg. a speech or letter Recounts eg. biographies and autobiographies Discussions / Balanced argument

# Writing: Verbs and verb tenses

## EYFS:

- express their ideas and feelings about experiences in full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Year 1:

- identify a verb in a sentence.
- use the suffix 'ed' to form verbs in the past tense and use them in my writing.
- use the suffix 'ing' to form verbs and use them in my writing.
- use the past and present tense.

## Year 4:

- identify and use a variety of verb forms in my writing mostly correctly. E.g. Past and present progressive: She is running. She was running. Present and past perfect: I have washed my hands. I had washed my hands.
- identify the subject, verb and object in a sentence.
- make sure my sentences have subject/verb agreement. E.g. I was going to the shop. We were going to the shop.
- identify and use **Standard English verb inflections** for writing. E.g. We were instead of we was... I saw instead of I seen... I did it instead of I done it.

## Year 3:

- use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.
- identify and use the simple past tense in my writing. E.g. I went out to play.
- identify sentences written in the present perfect form. E.g. I have washed my hands. He has brushed his teeth.
- write sentences in the **present perfect** form.

## Year 2:

- use the **past tense** for stories, recounts and historical reports.
- use the **present tense** for non-chronological reports and instructions
- use the **present progressive** form of verbs. E.g. She is running.
- use the **past progressive** form of verbs. E.g. She was running.

## Year 5:

- identify and use **modal verbs** to indicate degrees of possibility. E.g. might, could, shall, will, must
- identify and use adverbs to indicate degrees of possibility. E.g. perhaps, maybe, never, sometimes, surely.
- identify sentences written in the active and passive voice.

## Year 6:

- write sentences using the **active and passive voice**.
- use passive and modal verbs mostly appropriately in my writing.
- use **subjunctive forms** such as , If I were or Were they to come, in some very formal writing and speech
- use a range of **verb forms for effect**. Eg:
  - 1) Switching between the past and present tense for effect: He raced down the rickety stairs – even the seventh one that makes an ear-splitting sound.
  - 2) Using the passive voice to create a formal tone: They were invented during the 1920s... It was thought that...
  - 3) Use the past perfect tense in the passive form: Had he been seen? Had they noticed it was missing?

## Year 7 (from main feeder school):

- revise, edit and proof read through restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness.

# Writing: Cohesion - conjunctions

## EYFS:

- express their ideas and feelings about experiences in full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Year 1:

- **join words and join clauses within a sentence using 'and.'**
- use 'and' and 'but' as conjunctions in my sentences.
- use the conjunctions but, then, so and because in my sentences

## Year 4:

- **Extend the range of sentences with more than one clause by using a wider range of conjunctions:**
- use a full range of co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly.
- use subordinating conjunctions of time (when, before, until, as soon as) place (where, wherever) and cause (since, because, so that) to create complex sentences.

## Year 3:

- identify and use **co-ordinating conjunctions** (FANBOYS) to create compound sentences.
- identify and use **subordinating conjunctions** (for **time and cause**) to create some complex sentences.  
E.g. Time: when, while, before, after that/Reason: because, so that, if... then, although.
- identify and use some **prepositions** (of **place**)/prepositional phrases within my sentences.  
E.g. under then bed, next to the, in the cupboard, above the table.

## Year 2:

- use **co-ordinating conjunctions (and, but, so, or)** in my sentences mostly correctly.
- use **some subordinating conjunctions** for time (when, while, before, after).
- use some subordinating conjunctions for cause (because, so that, if...then...)

## Year 5

- use a wide range of subordinating conjunctions to create complex sentences mostly correctly.
- use **relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.**

## Year 6:

- use appropriate subordinating conjunctions and connectives to suit the purpose of the writing I am doing.  
E.g. addition (furthermore, in addition to, moreover) causal (because of this, as a result) contrasting (however, although, on the other hand, despite).
- refer to the same person, event or place in a variety of different ways. E.g. a heavy gust of wind, the disastrous snow storm, the powerful blizzard.

## Year 7 (from main feeder school):

- revise, edit and proof read through restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness.

# Writing: Cohesion - paragraphs

## EYFS:

- express their ideas and feelings about experiences in full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Year 1:

- **sequence sentences to form short narratives**

## Year 4:

- use some connectives to show the relationship between ideas/sentences. E.g. however, on the other hand, nevertheless, even though.
- **use appropriate nouns and pronouns to avoid repetition and create cohesion in my writing.** E.g. Goldilocks was a very naughty girl. She broke into the bears' house!
- use **paragraphs to organise ideas around a theme**

## Year 3:

- **group related ideas into paragraphs.**
- use headings and subheadings to aid presentations

## Year 2:

- sequence sentences together to form longer pieces of writing.

## Year 5

- organise paragraphs around a theme with a focus on more complex narrative structures.
- use devices to build cohesion within a paragraph, for example, then, after that, this, firstly.
- **link ideas across paragraphs using adverbials of time (later, the following day) place (nearby, suddenly) and number (firstly, secondly)**

## Year 6:

- **link ideas across paragraphs by using a wider range of cohesive devices.**  
E.g. by repeating words/phrases, adverbials, ellipsis
- within a paragraph refer to the same person, event or place in a variety of different ways. E.g. a heavy gust of wind, the disastrous snow storm, the powerful blizzard.

## Year 7 (from main feeder school):

- revise, edit and proof read through restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness.

# Writing: Sentence Structure

## EYFS:

- write simple phrases and sentences that can be reread by others.

## Year 1:

- think and say a sentence that makes sense.
- write simple sentences that make sense.
- read my sentence aloud to check it makes sense.
- write some questions.
- write some commands.

## Year 4:

- use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly.  
E.g. Later that day... Suddenly... Quietly... On top of the hill...
- write some complex sentences with 'ing' verb starters  
E.g. Trudging through the snow, Sam made his way up the mountain.
- write some complex sentences with 'ed' verb starters  
E.g. Shocked, scared and terrified, I ran out of the haunted house.
- use some short sentences for dramatic effect/emphasis.

## Year 3:

- use a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- **group related sentences into paragraphs.**
- identify main and subordinate clauses in complex sentences.
- use some complex sentences in my writing.

## Year 2:

- **identify and write statements mostly correctly.**
- **identify and write questions mostly correctly.**
- **identify and write commands mostly correctly.**
- **identify and write exclamation sentences mostly correctly.**
- begin to group related sentences into paragraphs.

## Year 5:

- identify and write complex sentences using **relative clauses** with the relative pronouns: who, which, where, when, that.  
E.g. Sam, who had remembered his wellies, was the first to jump in the river.
- write complex sentences with parenthesis where the relative pronoun is implied.  
E.g. The house, on top of the hill, had a red roof. The house (on top of the hill) had a red roof. The house – on top of the hill - had a red roof.
- write complex sentences, varying the order of the subordinate clause. E.g:  
Subordinate clause at the start: Although it was raining, I didn't wear my coat.  
Subordinate clause at the end: I didn't wear my coat although it was raining.

## Year 6:

- use a wide range of clause structures, sometimes varying their position within the sentence. E.g:  
Subordinate clause at the start: Although it was raining, I didn't wear my coat.  
Subordinate clause at the end: I didn't wear my coat although it was raining.
- Relative clause in the middle: The house, which was on top of the hill, had a red roof.
- write complex sentences which use adverbs, prepositional phrases and ing/ed openers mostly correctly.
- use expanded noun phrases effectively to add detail, quality and precision to my sentences.

## Year 7 (from main feeder school):

- draw on new vocabulary and grammatical structures from their reading and use them consciously in their writing for particular effects.

# Writing: Punctuation

## EYFS:

- write simple phrases and sentences that can be reread by others.

## Year 1:

- separate words using finger spaces.
- use a capital letter to start some sentences.
- use a full stop to end some sentences.
- use some question marks correctly.
- use some exclamation marks correctly.
- use capital letters for names.
- use a capital letter for the personal pronoun 'I'.

## Year 2:

- use capital letters and full stops in most sentences.
- use some question marks and exclamation marks correctly.
- use capital letters for names of people, days of the week and the personal pronoun 'I'.
- use apostrophes to contract some words: can't, don't, I'm, couldn't etc.
- use commas to separate items in a list.
- use apostrophes to mark singular possession in nouns e.g. Bob's hat.

## Year 3:

- use capital letters, full stops, question marks and exclamation marks mostly correctly.
- use commas to separate items in a list mostly correctly.
- securely use apostrophes for a wide range of contractions e.g. can't, don't, I'm, couldn't, he'll, wouldn't, shan't etc.
- use apostrophes to mark singular possession in nouns e.g. Bob's hat.
- use some inverted commas correctly to punctuate direct speech.

## Year 4:

- use capital letters, full stops, commas (for lists), question marks exclamation marks and apostrophes for omission mostly correctly.
- use **apostrophes for singular and plural possession** E.g. The girl's name is Katy. The girls' names were written on the board.
- use **inverted commas and other punctuation to indicate direct speech** E.g. a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"
- use **commas after fronted adverbials** E.g. Long ago, there lived... Later that day, I went... Slowly, I crept...

## Year 5:

- use capital letters, full stops, commas (for lists), question marks exclamation marks and apostrophes for omission and possession mostly correctly.
- use **commas to clarify meaning and avoid ambiguity.**
- use **commas, brackets or dashes for parenthesis.**
- use a comma after a subordinate clause.
- use a colon to introduce a list and semi-colons to separate items within a list (including bullet pointed lists).

## Year 6:

- use commas to demarcate phrases and clauses mostly correctly.
- use some **hyphens to avoid ambiguity** e.g. man eating shark versus man-eating shark, or recover versus re-cover
- use some **colons between independent clauses.** (description:detail)
- use some **semi colons and dashes to join independent clauses** related in meaning.

## Year 7 (from main feeder school):

- revise, edit and proof read through paying attention to the accuracy and effectiveness of grammar punctuation and spelling.

# Writing: Composition and Effect

## EYFS:

- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

## Year 1:

- use adjectives to describe nouns in my sentences. E.g. The red car. The huge castle.
- use some familiar phrases to open my sentences. E.g. Once upon a time... One day... A long time ago...
- use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that.

## Year 4:

- use **noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases**. E.g. the teacher ... expanded to: the strict maths teacher with curly hair
- use similes for effect. E.g. He ran as fast as a cheetah. The boy cried like a wailing cat.
- use metaphors and personification. E.g. Metaphor: Saucepan eyes glared at him. Personification: The wind screamed through the trees.
- vary the length of my sentences to create pace in my writing. E.g:

Long sentences: The dancers took to the floor, spotlighted in a halo of light as the audience was hushed waiting for the music to begin.

Short sentences: They danced. The light followed. The audience clapped. The music ended.

## Year 3:

- use adverbs effectively in my writing to modify verbs. E.g. The car zoomed loudly round the track.
- use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- select interesting words and phrases from a vocabulary bank to use in my writing. E.g. noun phrases, synonyms for said, powerful verbs etc.
- use powerful verbs, interesting adjectives and adverbs to describe settings and characters.

## Year 2:

- use **expanded noun phrases** in my writing. E.g. The big, blue butterfly... the man in the moon...
- use some adverbs in my sentences. E.g. Slowly stir the mixture. He ran quickly.
- use some powerful verbs in my writing. E.g. The car zoomed round the track.
- write for different purposes.

## Year 5:

- show rather than tell the reader how a character is feeling through action and dialogue. E.g. "I want it now!" Lucy moaned, as she stamped her feet on the ground.
- use formal language and grammar when appropriate. E.g. Within a letter of complaint: 'Surely it is obvious that this situation is unacceptable.'
- use informal language and grammar when appropriate. E.g. Within a diary entry: 'I didn't see that coming! OMG... how embarrassing!'
- use the correct subject and verb agreement when using singular and plural nouns.
- use the correct tense consistently within a piece of writing.

## Year 6:

- use short sentences, rhetorical questions and ellipses moments to create atmosphere and tension. E.g. Distant voices whispered. She stood motionless and waited... Why would there be a knock on the door at this time?
- use direct speech to show a character's thoughts, feelings or opinions.
- use dialogue to purposefully advance the action in a narrative.
- manage shifts between levels of formality within the text I am writing.
- use the correct subject/ verb agreement when using singular and plural and use a range of verb forms for effect.
- use the correct tense throughout my writing.

## Year 7 (from main feeder school):

- write accurately, fluently, effectively and at length for pleasure and information.
- adapt their writing for a wide range of audiences and purposes.



# Writing: The Writing Process

## EYFS:

- write recognisable letters, most of which are correctly formed.
- hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

## Year 1:

- tell someone out loud what I am going to write about, before I start to write.
- talk about my writing with a teacher or my friends after I have completed my writing.
- read my writing aloud so that others can hear me clearly.

## Year 2:

- plan what I am going to write by writing down ideas and/or key words.
- think about what I want to say in my head or write it on a whiteboard, sentence by sentence.
- say what is good about my writing and how I could improve my it, with my friends or with a teacher.
- re-read my work back to check that that my verbs are in the correct tense.
- re-read my writing to check for errors in spelling, grammar and punctuation.
- read aloud what I have written with intonation to make the meaning clear.

## Year 3:

- discuss example texts before I start writing so that I understand their structure, vocabulary and grammar.
- discuss and record simple ideas before I start my writing.
- think of and practise my sentence orally as I complete my writing.
- use clear description in my writing.
- assess how effective my own writing is and give myself a 'next step' once I have completed it.
- suggest better word choices for effect when I edit my work.
- re-read my writing to check for errors in spelling, punctuation and grammar.
- read aloud what I have written to a group, using appropriate intonation to make the meaning clear.

## Year 4:

- discuss example texts before I start to write so that I learn from their structure, vocabulary and grammar.
- discuss and record a range of useful ideas before I start to write.
- think of and practise my sentences orally and improve them as I say them aloud while I complete my writing.
- assess how effective my peer's writing is and give them a 'next step'.
- suggest a better choice of vocabulary and some punctuation for effect while I edit my work.
- re-read my writing and check for errors in spelling, grammar and punctuation and correct some of these errors.
- read aloud my writing to the whole class, with appropriate intonation to make the meaning clear.

## Year 5:

- identify the audience and purpose of my writing before I start.
- use other similar texts as models for my own composition before I start to write.
- plan and note initial ideas, drawing on reading and some research where necessary before I start.
- select appropriate grammar and vocabulary for the text I am composing.
- assess how effective my own and my peer's writing is and give a 'next step'.
- re-read my writing to check for errors in spelling, grammar and punctuation and correct these errors.
- suggest a better choice of vocabulary and punctuation for effect when I edit my work.
- perform my own compositions, using appropriate intonation, volume and movement

## Year 6:

- select the appropriate form of writing for the specific purpose and audience before I start to write and know how I am trying to make the audience feel.
- use other similar texts as models for my own composition, recognising the most appropriate and effective skills to 'maggie' for the given piece of text.
- plan and note initial ideas, drawing on relevant and useful reading or some research where necessary.
- begin to manipulate grammatical structures to change and enhance meaning.
- assess how effective my own and my peer's writing is and give an appropriate 'next step'.
- re-read my writing to check for errors in spelling, grammar and punctuation and correct these errors.
- suggest a better choice of vocabulary and punctuation for effect and to clarify meaning
- perform my own compositions, using appropriate intonation, volume and movement so that meaning is clear.

## Year 7 (from main feeder school):

- make notes, draft and write.
- revise, edit and proof-read.