

Meadgate Primary School Progression of Skills Writing

Planning Writing	
Year 1	<ul style="list-style-type: none"> • Use ideas from their reading in their writing • Say out loud what they are going to write about • Begin to use the sentence by sentence process of think, say, write, check
Year 2	<ul style="list-style-type: none"> • Plan a narrative text • Plan non-narrative text types • Include new vocabulary in planning • Use structures from reading to aid planning • Ensure that there is a clear beginning, middle and end in their writing • Embed the sentence by sentence process of think, say, write, check
Year 3	<ul style="list-style-type: none"> • Generate ideas for their writing • Use the structures, grammar and vocabulary of written texts to plan and write their own • Collect and use suitable vocabulary for a text • Plan and order texts logically • Plan and organise texts logically • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary
Year 4	<ul style="list-style-type: none"> • Generate ideas for their writing • Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied • Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary
Year 5	<ul style="list-style-type: none"> • Develop ideas through reading and research • Use a wide knowledge of text types, forms and styles to inform their writing • Plan and write for a clear purpose and audience • Choose a text form
Year 6	<ul style="list-style-type: none"> • Develop their own ideas for writing through reading, research and personal experience • Use a wide knowledge of text types, forms and styles to inform their writing • Plan and write for a clear purpose and audience • Choose form and subject when writing poetry and non-fiction
Compositing Writing	
Year 1	<ul style="list-style-type: none"> • Begin to use the sentence by sentence process of think, say, write, check • Use ideas from their reading in their writing • Compose a sentence orally before writing it • Write a sequence of sentences

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	<ul style="list-style-type: none"> • Write a sequence of sentences to form a short narrative or non-narrative text • Improve their writing style by adding new techniques to their repertoire (see termly plans)
Year 2	<ul style="list-style-type: none"> • Embed the sentence by sentence process of think, say, write, check • Write about personal experiences and real events • Write an entertaining story • Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc. • Write a poem based on a given structure • Ensure that there is a clear beginning, middle and end in their writing • Develop an idea over several sentences • Use adventurous vocabulary • Add detail to interest the reader • Make their writing lively and interesting for the reader • Link ideas to make writing flow e.g. last time, also, after. Then, soon, at last, and another thing... • Build writing stamina through writing longer pieces • Re-read writing for sense • Improve their writing style by adding new techniques to their repertoire (termly plans)
Year 3	<ul style="list-style-type: none"> • Use the structures, grammar and vocabulary of written texts to plan and write their own • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • Use ideas and content appropriate to the subject and text type • Collect and use suitable vocabulary for a text • Use headings and sub-headings • Experiment with layout when writing non-fiction texts • Use paragraphs to group related material • Use their imagination to write engaging texts • Create settings using well chosen words and phrases • Create characters using well chosen words and phrases • Create a coherent plot in a story • Signal sequence, place and time to give coherence to writing • Use language to create an effect e.g. creating a mood • Improve their writing style by adding new techniques to their repertoire (see termly plans)
Year 4	<ul style="list-style-type: none"> • Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes

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	<ul style="list-style-type: none">• Make the form of writing consistently clear, relevant and organised• Write in the style of an author or poet who has been studied• Create writing which is organised, imaginative and clear• Engage the reader fully at points• Communicate feelings, emotions and opinions• Take a viewpoint in a piece of writing• Use exciting and interesting vocabulary appropriate to the text type• Use paragraphs to organise ideas around a theme• Link ideas within a paragraph or section• Use stanzas to structure content in poems• Experiment with layout when writing poems• Write a satisfying ending• Improve their writing style by adding new techniques to their repertoire (see termly plans)
Year 5	<ul style="list-style-type: none">• Use a wide knowledge of text types, forms and styles to inform their writing• Plan and write for a clear purpose and audience• Ensure that the content and style of writing accurately reflects the purpose• Borrow writers' techniques from book, screen and stage• Engage the reader throughout• Maintain a viewpoint throughout a text• Structure and organise writing in well linked paragraphs• Build cohesion within a paragraph• Ensure cohesion within and between all paragraphs in a text• Develop paragraphs creatively using techniques such as contrast, additional detail and explanation• Select which parts of writing need to be developed in detail• Balance narrative writing between action, description and dialogue• Link openings to closings• Use a variety of sentence openers• Carefully select words to create effects• Use varied vocabulary to sustain and develop ideas• Use vivid description• Use stanzas to organise ideas around a theme in poetry• Select and use stylistic devices to enhance writing• Improve their writing style by adding new techniques to their repertoire (see termly plans)

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Year 6	<ul style="list-style-type: none"> • Use a wide knowledge of text types, forms and styles to inform their writing • Plan and write for a clear purpose and audience • Ensure that the content and style of writing accurately reflects the purpose • Borrow and adapt writers’ techniques from book, screen and stage • Experiment with writers’ techniques borrowed from book, screen and stage • Show a confident and established voice throughout a piece of writing • Ensure writing is lively interesting and thoughtful • Ensure writing is controlled and balanced • Use informal and formal structures and style appropriate to the reader • Affect the emotions of the reader at points in the text • Manipulate the reader • Vary structure to expand ideas and provide emphasis • Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables • Add depth and detail to paragraphs • Manipulate word order for effect • Use reported speech appropriately • Use speech to convey and develop a character • Use speech to advance action • Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc. • Select and use stylistic devices to support the purpose and effect of writing • Improve their writing style by adding new techniques to their repertoire (see termly plans)
Evaluating Writing	
Year 1	<ul style="list-style-type: none"> • Begin to use the sentence by sentence process of think, say, write, check • Talk about their writing • Read aloud their writing clearly (link with Spoken Language)
Year 2	<ul style="list-style-type: none"> • Embed the sentence by sentence process of think, say, write, check • Re-read writing for sense • Ensure that there is a clear beginning, middle and end in their writing • Check writing for consistent use of tense • Check writing for consistent use of tense (including the progressive form of verbs) • Proof–read for spelling, grammar and punctuation errors • Evaluate their writing with others and by themselves • Use expression when reading aloud their writing

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Year 3	<ul style="list-style-type: none"> • Proof–read for spelling, grammar and punctuation errors • Evaluate their work effectively and make improvements based on this • Evaluate the work of others and suggest improvements • Use expression, intonation and tone when reading aloud their writing
Year 4	<ul style="list-style-type: none"> • Proof–read for spelling, grammar and punctuation errors • Change vocabulary and grammar for consistency and impact • Evaluate their work effectively and make improvements based on this • Evaluate the work of others and suggest improvements • Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear
Year 5	<ul style="list-style-type: none"> • Ensure that the content and style of writing accurately reflects the purpose • Proof–read for spelling and punctuation errors • Ensure the consistent and correct use of tense through a longer piece of writing • Change vocabulary and grammar to enhance effects and clarify meaning • Evaluate their work effectively and make improvements based on this • Evaluate the work of others and suggest improvements • Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear
Year 6	<ul style="list-style-type: none"> • Ensure that the content and style of writing accurately reflects the purpose • Proof–read for spelling and punctuation errors • Change vocabulary and grammar to enhance effects and clarify meaning • Check that the appropriate register is being used • Evaluate their work effectively and make improvements based on this • Evaluate the work of others and suggest improvements • Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear

All objectives derived from the National Curriculum are typed in **black**.

Additional objectives are in **purple**. These identify gaps from the National Curriculum or provide smaller learning steps based on the broader objectives and therefore a more detailed progression. Teaching these will lead to a more rounded and complete English curriculum for the pupils at Meadgate Primary School.