

WRITING PROGRESSION

	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Plan		2.30 Write down ideas and/or key words, including new vocabulary	3.30 Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	4.30 Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	5.30 Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	6.30 Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
	1.31 Say out loud what they are going to write about	2.31 Plan or say out loud what they are going to write about	3.31 Discuss and record ideas	4.31 Discuss and record ideas	5.31 Note and develop initial ideas, drawing on reading and research where necessary	6.31 Note and develop initial ideas, drawing on reading and research where necessary
					5.32 In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	6.32 In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Draft	1.33 Compose a sentence orally before writing it	2.33 Encapsulate what they want to say, sentence by sentence	3.33 Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	4.33 Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	5.33 Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	6.33 Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
			3.34 In narratives, create settings, characters and plot	4.34 In narratives, create settings, characters and plot	5.34 In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action	6.34 In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
					5.35 Précise longer passages	6.35 Précise longer passages
	1.36 Sequence sentences to form short narratives	2.36 Sequence sentences to form short narratives, beginning to organise into paragraphs around a theme	3.36 Organise paragraphs around a theme	4.36 Organise paragraphs around a theme	5.36 Use a wide range of devices to build cohesion within and across paragraphs	6.36 Use a wide range of devices to build cohesion within and across paragraphs
			3.37 In non-narrative material, use simple organisational devices [for example, headings and sub-headings]	4.37 In non-narrative material, use simple organisational devices [for example, headings and sub-headings]	5.37 Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	6.37 Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Evaluate	1.38 Discuss what they have written with the teacher or other pupils	2.38 Evaluate their writing with the teacher and other pupils	3.38 Assess the effectiveness of their own and others' writing and suggest improvements	4.38 Assess the effectiveness of their own and others' writing and suggest improvements	5.38 Assess the effectiveness of their own and others' writing	6.38 Assess the effectiveness of their own and others' writing
	1.39 Re-read what they have written to check that it makes sense	2.39 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	3.39 Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	4.39 Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	5.39 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	6.39 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
					5.40 Ensure the consistent and	6.40 Ensure the consistent and correct use of tense

					correct use of tense throughout a piece of writing	throughout a piece of writing
					5.41 Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	6.41 Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
		2.42 Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	3.42 Proof-read for spelling and punctuation errors	4.42 Proof-read for spelling and punctuation errors	5.42 Proof-read for spelling and punctuation errors	6.42 Proof-read for spelling and punctuation errors
	1.43 Read aloud their writing clearly enough to be heard by their peers and the teacher.	2.43 Read aloud what they have written with appropriate intonation to make the meaning clear	3.43 Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	4.43 Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	5.43 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	6.43 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.