

	English: Composition & Transcription Progression						
	Curricular Goal: Pupils will know how to and be able to write for a range of purposes						
	Reception End Points	Year 1 End Points	Year 2 End Points	Year 3 End Points	Year 4 End Points	Year 5 End Points	Year 6 End Points
Consider golden threads through each aspect of the writing journey	Purpose & Impact						
	<p>Life-long readers</p> <p>Confident Communicators</p> <p>Spiritually, mentally & physically healthy</p> <p>Creative</p> <p>Curious</p> <p>Able to understand and embrace the wider world</p>	<p>Write in an interesting, engaging or thoughtful way</p> <p>Talk about the part of the story/event that is interesting.</p> <p>Add detail orally to a story or an event or an experienced event.</p> <p>Arrange writing going from right to left, top to bottom</p> <p>Produce texts which are appropriate to reader and purpose.</p> <p>Attempt writing for different purposes e.g. label, list</p> <p>Invent own compositions but writing might need mediation.</p>	<p>Write whole texts that are interesting, engaging or thoughtful</p> <p>Form short narratives/retell short recounts</p> <p>Use relevant words that are about the topic/story</p> <p>Produce texts which are appropriate to reader and purpose</p> <p>Know the purpose and the forms of some simple writing (labels, message, invitation)</p>	<p>Write whole texts that are interesting, engaging or thoughtful</p> <p>Ideas are mostly suitable for a narrative</p> <p>Sometimes the viewpoint is indicated by comments</p> <p>Ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount</p> <p>Produce texts which are appropriate to reader and purpose</p> <p>Include the main features of a genre/text type</p>	<p>Write whole texts that are interesting, engaging or thoughtful</p> <p>Develop multiple ideas in a story enriched with descriptive detail</p> <p>Develop multiple ideas in non-fiction that are factual and precise</p> <p>Express a basic viewpoint, an opinion or promote an idea e.g. I believe...</p> <p>Produce texts which are appropriate to reader and purpose</p> <p>Maintain the main features of a genre/text type</p> <p>Content makes sense throughout the piece</p>	<p>Write whole texts that are interesting, engaging or thoughtful</p> <p>Ideas are developed in detail (e.g. stories: in-depth description, non-fiction: anecdotes, facts and reflections.)</p> <p>Point of view is maintained throughout the work</p> <p>Produce texts which are appropriate to reader and purpose</p> <p>Include all the features of a genre/text type appropriately and consistently</p> <p>Create narratives that create intrigue (e.g. suspense,</p>	<p>Write whole texts that are interesting, engaging or thoughtful</p> <p>Ideas are developed in narrative and in non-fiction</p> <p>Point of view is clear and controlled with some elaboration</p> <p>Produce texts which are appropriate to reader and purpose</p> <p>Execute a text type/genre by including all features or adapt when required</p> <p>Create more complicated narratives e.g. parallel plot, flashback, parody and</p>

					cliff hangers) or non-fiction that is more complicated (e.g. contrasting ideas, opinions)	more controlled non-fictions e.g. language choices support the purpose	features to maintain and challenge the reader's interest e.g. elaborate detail in narrative or succinctness in police report Adapt well known genres to create different effects e.g. fairytales with a twist exploring new viewpoint
Planning writing							
	Use/draw pictures/objects to show the structure of a piece of writing with adult support Create a shared purpose for writing plan that considers audience led by the class teacher	Use key words/pictures to show the structure of a piece of writing recorded on a given planning map Create a shared purpose for writing plan that considers audience led by the class teacher	Use key words and phrases to show the structure and grammatical features of a piece of writing recorded on a given or independently created planning map Create an independent purpose for writing plan after modelling from the teacher that considers audience	Use key words and phrases to show the structure and grammatical features of a piece of writing recorded on an independently created planning map Create an independent purpose for writing plan that considers audience		Use key words and phrases to show the structure and grammatical features of a piece of writing recorded on an independently created planning map Create an independent purpose for writing plan that considers audience	

Drafting & constructing writing						
Orally compose and record a sentence with support	Orally compose and record a simple sentence	Orally compose and record a simple and compound sentence	Orally compose and record simple, compound and complex sentences (including dialogue)	Orally compose and record simple, compound and complex sentences (including dialogue)		
Structure and Shape						
<p>Organise and present writing</p> <p>Include character names in narrative and basic topic words in nonfiction</p> <p>Write phrases about areas of interest</p> <p>Write simple sentences that can be read by others</p>	<p>Organise and present whole texts effectively that sequence or structure information</p> <p>Include familiar storytelling language e.g. Once upon a time, One day, The end</p> <p>Order some events using number/time sequence indicators e.g. Then I had lunch</p> <p>Construct a cohesive piece with logical links/breaks</p> <p>Repeat key words to show meaning</p>	<p>Organise and present whole texts effectively that sequence or structure information</p> <p>Include enough information and description to interest the reader</p> <p>Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction</p> <p>Construct a cohesive piece with logical links/ breaks</p> <p>Group main ideas together</p>	<p>Organise and present whole texts effectively that sequence or structure information</p> <p>Strategies used to create flow e.g. pronouns, cohesive phrases, references back to previous point</p> <p>Begin to understand what a paragraph is and show ideas grouped together</p> <p>Construct a cohesive piece with logical links/ breaks</p> <p>Use headings and sub-headings to group ideas</p> <p>Opening signalled in narrative and non-fiction e.g. Early one morning..., Whales</p>	<p>Organise and present whole texts effectively that sequence or structure information</p> <p>Structure and organise writing with a clear beginning, middle and end</p> <p>Write sentences that are developed on from previous sentences to form a group of connected/ related ideas</p> <p>Start a new paragraph to organise ideas around a theme</p> <p>Construct a cohesive piece with logical links/ breaks</p> <p>Use appropriate choice of</p>	<p>Organise and present whole texts effectively that sequence or structure information</p> <p>Structure and organise writing with pace in narrative and supporting evidence in non-fiction</p> <p>Start new paragraphs to show changes in time, place, event or person</p> <p>Construct a cohesive piece with logical links/ breaks</p> <p>Use devices to build cohesion within paragraphs, e.g. then, after, that, this, firstly</p>	<p>Organise and present whole texts effectively that sequence or structure information</p> <p>Navigate a reader through a text in a logical, chronological way or subvert this e.g. flash forward, opposing viewpoint</p> <p>Use a range of layout devices e.g. headings, sub-headings, columns, bullets, tables etc</p> <p>Construct a cohesive piece with logical links/ breaks</p> <p>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of</p>

				are the largest sea creatures... Closing signalled in narrative and non-fiction e.g. Eventually..., Ultimately...	pronoun or noun within and across sentences to aid cohesion and avoid repetition Openings signalled in narrative and non-fiction with content to capture reader's interest Closings signalled in narrative that is dramatic or link back to opening and in non-fiction is strong/ draw conclusions	Link ideas across paragraphs using a range of devices e.g. phrases that back reference previous points	word or phrase, use of ellipsis as cliffhanger at end of section Apply paragraphs across a whole text to support the 'ease of engagement' for the reader.
Sentence Structure							
Vary sentences for clarity, purpose and effect Use pictures to yield more meaning to words Write simple words and phrases	Vary sentences for clarity, purpose and effect Write in simple phrases and clauses Start sentences with the pronoun, 'I' Start sentences with a name Start sentences in a different way, e.g. Naughty Goldilocks ate the porridge	Vary sentences for clarity, purpose and effect Use sentences with different forms: statement, question, exclamation and command Ask questions to the reader Write sentences with adventurous adjectives Write long sentences	Vary sentences for clarity, purpose and effect Use one word in isolation to grab the reader's attention e.g. Stop! Add detail into descriptions e.g. precise words, descriptive noun phrases Use prepositions that position in place/environment e.g. in, on, behind, under	Vary sentences for clarity, purpose and effect Ask rhetorical questions to heighten reader engagement e.g. Can we honestly believe...? Use more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases) e.g.	Vary sentences for clarity, purpose and effect Create different emphasis in sentences through word order and noun phrases Mix short and long sentences to change, accelerate or show pace for reader	Vary sentences for clarity, purpose and effect Write informally or formally appropriate to genre/ text type Vary the types of sentences within a piece across simple, compound and complex constructions.	

			Write short sentences Start sentences in different ways from a name or personal pronoun, e.g. One bright morning... Include expanded noun phrases for description and specification e.g. The blue butterfly		The strict geography teacher with slick, black hair		
Tense							
	Sometimes use the correct tense and maintain it	Use correct verb forms e.g. present; she is drumming, past; he was shouting Apply correct tense across a piece of writing including progressive form to mark actions in progress e.g. they were jumping	Use the present perfect form of verbs, instead of simple past e.g. 'He has gone out to play' contrasted with 'He went out to play'	Use standard English verb inflections e.g. 'we were...' , 'I did...' (instead of local spoken forms such as 'we was...' , 'I done...')	Deploy tense choices that support cohesion by making links e.g. he had seen her before Use modal verbs to show something is certain, probable or possible (or not) e.g. might, should, will, must	Use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. The teacher insists that her pupils be on time	
Passive Voice							
						Use passive voice to affect the presentation of information in a sentence, e.g. The window in the greenhouse was broken	
Conjunctions/Complex Sentences							
Add in joining words like 'and' when reading back writing	Use 'and' to join two words together	Write compound sentences that include co-	Experiment with a widening range of conjunctions e.g. while, so, although	Use a widening range of conjunctions e.g.	Use relative clauses within complex sentences	Use a range of complex construction strategies to build	

		Use 'and' to join two clauses together	ordination e.g. or, and, but Write complex sentences that include subordination e.g. when, if, that, because		while, so, although Use more complicated conjunctions that set up contrast or relationships e.g. despite, nevertheless, consequently	beginning with who, which, where, when, whose, that. e.g. Maisie, who was extremely tired, finished the race Use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences e.g. Mortified by what he saw, Harry fled the scene	subordinating clauses with verb starts ending in 'ing', 'ed' or adverbs 'ly' followed by verbs, relative clauses and subordinating conjunction starts.
Writerly Techniques							
Deploy poetic style to engage the reader Add onomatopoeic sounds to pictures e.g. Wheeeeeeee! Crash!	Deploy poetic style to engage the reader Use onomatopoeia to grab the reader's attention e.g. Splash! Use alliteration to make the reading interesting e.g. The dark, deep cave	Deploy poetic style to engage the reader Use rhyme for effect, e.g. He was snoring and roaring Use repetition in a basic way that follows story models e.g. run, run, as fast as you can	Deploy poetic style to engage the reader Write sentences that use repetition of key words for impact e.g. He ran and ran. He ran until his bones ached. Use the word 'like' to build a simile e.g. Her eyes were like deep pools	Deploy poetic style to engage the reader Use the word 'as' to build a simile e.g. the train was as slow as a hearse Use metaphor to create vivid images in the reader's mind	Deploy poetic style to engage the reader Use pathetic fallacy to mirror and extend character's emotions e.g. (aspect of nature or weather reflects feeling.) Use pun to enhance the double meaning of language e.g. The cheetah, a predatory cheater of the jungle	Deploy poetic style to engage the reader Use personification to give human attributes to inanimate objects/things. Use symbolism as a recurring idea to emphasise a themed motif e.g. ongoing referencing to water	
Vocabulary							
Select appropriate and effective vocabulary	Select appropriate and effective vocabulary	Select appropriate and effective vocabulary	Select appropriate and effective vocabulary	Select appropriate and effective vocabulary	Select appropriate and effective vocabulary	Select appropriate and effective vocabulary	Select appropriate and effective vocabulary

	Use and understand recently introduced vocabulary Use appropriate ambitious vocabulary	Use simple speech - like words Use some simple descriptive words (shape, colour, size, emotions) Use appropriate ambitious vocabulary	Choose words appropriate to the writing Construct sentences that include adjectives, adverbs and precise verbs Use appropriate ambitious vocabulary	Choose words because of the effect they will have on the reader Use appropriate ambitious vocabulary	Make language choices that are interesting and varied Use appropriate ambitious vocabulary	Some vocabulary choices are for effect or emphasis e.g. technical terminology, vivid language Use appropriate ambitious vocabulary	Use varied and precise vocabulary to create particular stylistic effects Use appropriate ambitious vocabulary
Adverbs/Adverbial Phrases							
			Begin sentences with an adverb/adverbial phrase and reposition in different places within the sentence, e.g. 'ly' word, quickly	Use adverbs/adverbial phrases that position in time e.g. then next, soon, later that day, as dawn broke Use adverbs/adverbial phrases that build a relationship or 'cause' e.g. therefore, as a result	Use 'where' adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls Use 'how' 'ly' adverbs and '-ing' adverbial phrases in fronted position in sentences e.g. Rushing against the clock, Jack knew it would be difficult	Indicate degree of possibility using adverbs e.g. perhaps, surely Use a range of adverbs to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby and number e.g. secondly	Use more complicated adverbial phrases to link ideas e.g. on the other hand, in contrast, as a consequence Use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. 'The dog is so incredibly stupid', '... an exceptional result
Punctuation							
	Write with technical accuracy of punctuation Use full stops at random May use a capital letter at the start of writing	Write with technical accuracy of punctuation Sometimes use capital letters, full stops, question marks and	Write with technical accuracy of punctuation Always use full stops Use commas to separate items in a list	Write with technical accuracy of punctuation Emerging use of inverted commas to punctuate direct speech. Emerging use of	Write with technical accuracy of punctuation Correct use of inverted commas and other punctuation to indicate direct	Write with technical accuracy of punctuation Use brackets, dashes or commas to indicate parenthesis	Write with technical accuracy of punctuation Use semi-colon, colon and dash to mark the boundary between

		<p>exclamation marks</p> <p>Use capital letters for names and for the personal pronoun 'I'</p> <p>Understand singular and plural</p>	<p>Use capital letters more than 50% of the time</p> <p>Use apostrophes to mark missing letters in contracted forms e.g. I've, We'll. Use exclamation marks and question marks</p> <p>Use the apostrophe to mark singular possession e.g. the girl's bag.</p>	<p>other direct speech punctuation e.g. punctuation inside inverted commas.</p>	<p>speech (comma after reporting clause; end punctuation with commas) e.g. The teacher screamed, "Be quiet!"</p> <p>Write with technical accuracy of punctuation. reporting clause; end punctuation within commas.) e.g. The teacher screamed, "Be quiet!"</p> <p>Use apostrophes to mark plural possession e.g. The boy's name, the boys' names</p> <p>Use a comma after a fronted adverbial</p>	<p>Use commas to clarify meaning or avoid ambiguity e.g. 'Let's eat dad.' or 'Let's eat, dad.'</p>	<p>independent clauses e.g. It's snowing; I am delighted</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Use bullet points to list information</p> <p>Use hyphens to avoid ambiguity e.g. recover or re-cover.</p>
Structuring fiction writing (Refer to Progression Through Genres document)							
A caption gives meaning	A short coherent narrative has a sequence of sentences with a beginning and an end, a setting, characters and plot	A coherent narrative has a beginning, middle and end, settings, characters and plot (given)	A coherent narrative has a beginning, middle and end, settings, characters and plot (independently created)	A coherent narrative has a beginning, middle and end, settings, characters, plot, atmosphere and integrated dialogue to convey character and advance the action			
Structuring non-fiction writing (Refer to Progression Through Genres document)							
A label gives meaning	Non-fiction writing has a simple heading	Non-fiction writing has a heading and given simple subheadings	Non-fiction writing has a heading and simple subheadings (independently created)	Non-fiction writing has a range of organisational and	Non-fiction writing has a range of organisational and		

					presentational devices to structure text and to guide the reader -headings -sub-headings -bullet points -underlining	presentational devices to structure text and to guide the reader -headings -sub-headings -bullet points -underlining -tables -columns
Spelling and Word Structure						
Apply spelling rules into writing	Apply spelling rules into writing	Apply spelling rules into writing	Apply spelling rules into writing	Apply spelling rules into writing	Apply spelling rules into writing	Apply spelling rules into writing
Spell words by identifying sounds in them and representing the sounds with a letter or letters Read back work to give meaning to it.	Have a 'go' and spell some unknown words phonetically Show evidence of using suffixes -ing, -ed, -est Use the spelling rule for plural adding __s, __es. Use prefix un__ e.g. unkind	Use phonetically plausible strategies to spell unknown polysyllabic words Use suffixes such as -ness, -er, to form nouns or by compounding e.g. sleepiness Use adjectives ending in -ful, -less, -er, -est e.g. beautiful Turn adjectives into adverbs through applying 'ly' e.g. slowly	Use a range of prefixes to extend repertoire of nouns e.g. super__, anti__, auto__. Use 'a' or 'an' correctly according to next word beginning with consonant or vowel Experiment with more complicated words built from a common word e.g. dissolve, solution	Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words Distinguish between the spelling of common homophones Show through '-s' and punctuation the grammatical difference between plural and possessive	Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify Apply prefixes to change intent of verbs e.g. -dis, -de, -mis, -over, -re	Use the appropriate words according to formality e.g. 'discover' or 'find out', 'ask for' or 'request' or 'go in' or 'enter' Discover synonyms and antonyms for a word and choose the degree of meaning required for the sentence
Evaluating and editing writing						
Appropriate reading strategies used to re-read what they have written to check it makes sense						
	Knowledge of the above to edit writing by: -discussing what they have written with adult support	Knowledge of the above to evaluate and edit writing by: - making simple additions, revision and corrections to their own writing	Knowledge of the above to evaluate and edit writing by: -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to age-related grammar and vocabulary to improve	Knowledge of above to evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to age-related vocabulary, grammar and punctuation to enhance effects and clarify meaning		

			<ul style="list-style-type: none"> - evaluating their writing with adult/peer - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently - proof-reading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> consistency, including accurate use of pronouns in sentences -proof-reading to check for spelling and punctuation errors 	<ul style="list-style-type: none"> - ensuring consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof read for spelling and punctuation errors 	
Handwriting and presentation						
<ul style="list-style-type: none"> Form some recognisable letters Sometimes leave 'finger' spaces between groups of letters. 	<ul style="list-style-type: none"> Form capital letters Form digits 0-9 Begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> Form lower case letters of the correct size in relation to other letters Start using some of the diagonal and horizontal strokes to join letters 	<ul style="list-style-type: none"> Use diagonal and horizontal strokes to join letters that are adjacent and know which are best left unjoined Show increased legibility and quality to handwriting 	<ul style="list-style-type: none"> Show consistency in style ensuring that the downstrokes of letters are parallel and equidistant Avoid ascenders and descenders touching each other from one line to the next 	<ul style="list-style-type: none"> Make quick choices whether or not to join specific letters Use a style that encourages speed, legibility and fluency 	<ul style="list-style-type: none"> Write speedily in a joined, legible style Choose the right handwriting style according to purpose e.g. neat and joined for final version and unjoined for labelling a diagram or data
Terminology						
<ul style="list-style-type: none"> Phoneme Grapheme Digraph Trigraph Word Sentence Capital Letter Full Stop 	<ul style="list-style-type: none"> Letter Capital Letter Word Singular Plural Punctuation Full Stop Question mark Exclamation mark 	<ul style="list-style-type: none"> Noun Noun Phrase Statement Question Exclamation Command Compound Suffix Adjective Adverb Verb Tense (past, present) Apostrophe Comma 	<ul style="list-style-type: none"> Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Consonant letter Vowel Vowel letter Adverb Inverted commas 	<ul style="list-style-type: none"> Determiner Pronoun Possessive pronoun Adverbial 	<ul style="list-style-type: none"> Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity 	<ul style="list-style-type: none"> Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points

