



## SGSM Whole School Writing Progression



EYFS	<u>See Speaking and Listening, Spelling and Handwriting curriculum</u>
Year 1	<p><b>Composition</b></p> <ul style="list-style-type: none"><li>• Saying out loud what they are going to write about</li><li>• Discuss what they have written with the teacher or other pupils</li><li>• Composing a sentence orally before writing it</li><li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li><li>• Sequencing sentences to form short narratives.</li><li>• Re-reading what they have written to check that it makes sense</li><li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li></ul> <p><b>Sentence Structure</b></p> <ul style="list-style-type: none"><li>• How words can combine to make sentences.</li><li>• Joining words and joining clauses using 'and'.</li></ul> <p><b>Text structure</b></p> <ul style="list-style-type: none"><li>• Sequencing sentences to form short narratives.</li></ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"><li>• Separation of words with spaces</li><li>• Capital letters for names and for the personal pronoun I</li><li>• Introduction to capital letters and full stops to demarcate sentences</li><li>• Introduction of question marks and exclamation marks to demarcate sentences</li></ul>

### Composition

- Planning or saying out loud what they are going to write about
- Proof -reading to check for errors in spelling, grammar and punctuation (e.g. ends a sentence punctuated correctly)
- Writing down ideas and/or key words, including new vocabulary
- Evaluating their writing with the teachers and other pupils
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Encapsulating what they want to say, sentence by sentence.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

### Sentence Structure

- Expanded noun phrases for description and specification (eg. the blue butterfly, plain flour, the man on the moon)
- How the grammatical patterns in a sentence indicates if function as a statement, question, exclamation or command.
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)

### Text Structure

- Use of progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).
- Correct choice and consistent use of present tense and past tense throughout writing.

### Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Commas to separate items in list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (eg the girl's name)

### Composition

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Proof-read for spelling and punctuation errors
- Assessing the effectiveness of their own and others' writing and suggesting improvement
- Proposing changes to grammar and vocabulary to improve consistency
- 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.

### Sentence Structure

- Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because)
- Expressing time, place and cause using adverbs (e.g. then, next, soon, therefore)
- Expressing time, place and cause using prepositions (e.g. before, after, during, in, because, of)

### Text Structure

- Headings and sub-headings to aid presentation
- Organise paragraphs around a theme. In non-narrative material, using simple organisational devices (e.g. headings and sub-headings)
- Use of present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)
- Introduction to paragraphs as a way to group related material.
- Organise paragraphs around a theme. In narratives, creating settings, characters and plot.

### Punctuation

- Continue to learn how to use familiar punctuation e.g. full stops, capital letters, exclamation marks, question marks, to demarcate sentences.
- Use commas for lists.
- Use apostrophes for contracted form.
- Introduction to inverted commas to punctuate direct speech.
- Use apostrophes for the possessive - singular.

### Composition

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Proof-read for spelling and punctuation errors
- Assessing the effectiveness of their own and others' writing and suggesting improvement
- Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences.
- 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.

### Sentence Structure

- Fronted adverbials (e.g. Later that day, I heard the bad news)
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

### Text Structure

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Organise paragraphs around a theme. In non-narrative material, using simple organisational devices (e.g. headings and sub-headings)
- Organise paragraphs around a theme. In narratives, creating settings, characters and plot

### Punctuation

- Use of commas after fronted adverbials.
- Use of the inverted comma 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!")
- Apostrophes to mark plural possession (e.g. the girl's name, the girls' names.

### Composition

- Noting and developing initial ideas, drawing on reading and research where necessary.
- Proof-read for spelling and punctuation errors
- Proposing changes to grammar and vocabulary to enhance effects and clarify meaning
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Assessing the effectiveness of their own and others' writing
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- 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.

### Sentence Structure

- Using the perfect form of verbs to mark relationships of time and cause. (E.g. I have known my best friend since we met in Y1)
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).
- Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.

### Text Structure

- Devices to build cohesion within a paragraph (e.g. then, after that, after this, firstly).
- Using a wide range of devices to build cohesion within and across paragraphs
- Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).
- Ensuring the consistent and correct use of tense through a piece of writing.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Using further organisational and presentational devices to structure text and to guide the reader (eg. headings, bullet points, underlining)

	<ul style="list-style-type: none"> <li>• Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use of commas to clarify meaning or avoid ambiguity.</li> <li>• Brackets, dashes or commas to indicate parenthesis.</li> </ul>
Year 6	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Proposing changes to grammar and vocabulary to enhance effects and clarify meaning</li> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>• Assessing the effectiveness of their own and others' writing</li> <li>• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>• 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.</li> </ul> <p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• Using expanded noun phrases to convey complicated information concisely.</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: He's your friend, isn't he? Or the use of subjunctive form such as: If I were you or Were they to come In some very formal writing and speech.</li> <li>• Use of passive to affect the presentation of information in a sentence (e.g. active: I broke the window in the greenhouse. Passive: The window in the greenhouse was broken by me).</li> </ul> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices:</li> </ul>

- Repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence and ellipsis).
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Using further organisational and presentational devices to structure text and to guide the reader (eg. headings, bullet points, underlining)
- Layout devices (e.g. headings, sub-headings, columns, bullets, tables to structure text.
- Ensuring the consistent and correct use of tense through a piece of writing.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Using further organisational and presentational devices to structure text and to guide the reader (eg. headings, bullet points, underlining)
- Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register.

#### Punctuation

- How hyphens can be used to avoid ambiguity (e.g. man-eating shark versus man eating shark, or re-cover versus recover).
- Use of colon to introduce a list and use of semi colon within lists
- Punctuation of bullet points to list information
- Use of semi-colon, colon or dash to mark the boundary between independent clauses (e.g. it's raining; I'm fed up).

#### Year 7

- Write accurately, fluently, effectively and at length for pleasure and information
- Write for a wide range of purposes and audiences, including:
  - \* well-structured formal expository and narrative writing
  - \* stories, scripts and other imaginative writing
  - \* notes for talks and presentations
  - \* a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
    - Summarise and organise material, and supporting ideas and arguments with any necessary factual detail

- Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- Plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended
- Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- Pay attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in KS1 and 2 N/C
- Extend and applying the grammatical knowledge set out in N/C for KS1 and 2 to analyse more challenging texts
- Study the effectiveness and impact of the grammatical features of the texts they read
- Draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- Know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- Use Standard English confidently in their own writing and speech
- Discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

An Introduction to Myths and Legends:

(Aesop's fables, extracts from Stephen Fry's *Mythos*, Ovid's *Metamorphoses*)

Write a story/ myth

Write a playscript (exploring character)

Write a newspaper article / opinion piece

Formal debate (morality)

Homer's *Odyssey* (retold by Gillian Cross)

Write a diary entry (character's perspective)

Write a letter (in role)

Group/ Socratic discussion task

Memorise and perform/ deliver a short extract

Beowulf (extracts) (Heaney Translation)

Write a vivid description

Persuasive writing

Formal presentation task

Chaucer's Canterbury Tales (Prologue, extracts) Write a 'portrait' prose description

Hot-seating in role or performing a section of the text.