



SGSM Whole School Writing Progression



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

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)

- 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

- Use of commas to clarify meaning or avoid ambiguity.
- Brackets, dashes or commas to indicate parenthesis.

Year 6

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 expanded noun phrases to convey complicated information concisely.
- 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.
- 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).

Text Structure

- Using a wide range of devices to build cohesion within and across paragraphs
- Linking ideas across paragraphs using a wider range of cohesive devices:

- 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.