Annesley Primary & Nursery School Progression Map

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Writing

At Annesley, we believe that writing, given the right environment and stimulus, is an aspect of literacy that can give enormous pleasure. We aim to enable our pupils to consider themselves as 'writers', to encourage confidence and the motivation to want to write, and to give them sufficient control over the mechanics of writing to allow for the skilful development of the writing process. We aim to ensure a balanced mix of approaches to writing so that pupils achieve the skills required, a positive attitude, confidence, creativity and a love of writing. We set high expectations of pupils and give writing a high profile in all of its forms.

Developing and instilling oracy within our children is at the heart of our writing curriculum. Pupils learn to write by first talking; they rehearse ideas and sentences orally, discuss and analyse good models, plan, draft, evaluate, edit, proofread and read aloud their own work. Writing is linked closely to reading, so that pupils draw on the vocabulary, structures and ideas of high-quality texts, and they write for real purposes and audiences. Precise terminology is taught explicitly in every year group, and in each strand the knowledge pupils need (what writers know and understand) is set apart from the skills they use (what writers do), both being revisited and extended in every year group.

By the end of Year 6, pupils leave Annesley as confident, fluent writers who spell accurately, write legibly and at speed, use grammar and punctuation with control, and select the form, vocabulary and structure that best suit their audience and purpose. They plan, draft, evaluate and edit their own writing, have a love of writing and are well prepared for the writing demands of secondary school and beyond.

Our ARCHIE framework embeds six core values across our curriculum – Ambition, Resilience, Confidence, Honesty, Independence, and Equality. Below are how these values apply to Writing at Annesley Primary & Nursery School:

A	We provide children with an ambitious and consistent approach to writing across school, built on a clear sequence of learning that incorporates aspirational vocabulary, sentence structures and text models alongside effective spelling and handwriting approaches. Pupils follow a well-sequenced curriculum in which skills and knowledge are introduced, practised and revisited, moving from simple techniques towards more complex and sophisticated writing as they progress through school. Children are immersed in a vocabulary-rich environment where ambitious language is modelled, explored and encouraged, inspiring them to aim high and to strive for the highest standard they can achieve. By studying strong models of writing, pupils learn how skilled writers craft their work and are encouraged to apply these techniques in their own. Every child is inspired to reach beyond their current abilities and to see themselves as a capable and skilful writer.
R	We encourage children to re-visit and re-evaluate their work using a critical eye to understand the quality of their own writing and how it can be improved through rigorous editing. They develop the perseverance to return to their work, to respond constructively to feedback and to make thoughtful changes that strengthen their writing. By valuing the process of improvement as much as the finished piece, children build the determination to keep refining their work until they are proud of the result. This resilient approach, consistent with the way mistakes are treated as opportunities to learn across our curriculum, enables pupils to take creative risks with language, knowing that setbacks are a natural and valuable part of becoming a better writer.
C	We ensure carefully crafted progression across year groups alongside oral composition and rehearsal, enabling children to develop confidence in their own abilities and effectively hone their skills to produce high-quality writing of their own. Through opportunities to talk through their ideas, to experiment with language and to rehearse sentences aloud before committing them to paper, pupils gain the self-assurance to begin writing and to express their thoughts clearly. As children see their skills developing through well-sequenced teaching and regular practice, this tangible progress builds genuine self-belief in themselves as writers. Through consistent opportunities to write for a range of purposes and audiences and to share their work with others, pupils develop the confidence to take pride in their achievements and to recognise themselves as capable and successful writers.
H	We develop children in appraising the writing of themselves and their peers, providing honest and constructive feedback with clear justification for their views. Pupils learn to evaluate writing thoughtfully and truthfully, identifying both strengths and areas for development in a respectful and supportive manner, and explaining the reasons behind their judgements. This honest approach extends to self-reflection, as children learn to assess their own work authentically, acknowledging what has been successful and where further improvement is needed. By fostering a culture of honest, constructive feedback, we help pupils to give and receive comments meaningfully, understanding that truthful, well-justified reflection, rather than empty praise or unhelpful criticism, is what enables real progress and mutual respect within our community of writers.
I	We develop a love of the English language that enables children to use words with purpose and skill to express their thoughts, feelings and creativity effectively. Pupils are encouraged to make their own choices as writers, selecting vocabulary, sentence structures and styles that best suit their purpose and audience. As they develop their technical control of composition, grammar, punctuation, spelling and handwriting, children learn to plan, draft, edit and improve their work without relying solely on adult guidance. This growing independence empowers pupils to become fluent, self-directed writers who see writing as a means of expressing who they are and who continue to write with enjoyment and creativity beyond the classroom.
E	We expose children to a vast range of aspirational texts and writing stimuli that encompass a variety of different eras, authors, cultures, subjects and experiences, leading to children developing a well-rounded understanding of the experiences and viewpoints of others. By encountering diverse voices and perspectives, pupils learn to value the contributions of writers from all backgrounds and to appreciate that every person's experiences are worth expressing and respecting. Through adaptive teaching, all children are supported to access the writing curriculum and to succeed, regardless of their starting point or additional needs, ensuring that every child has equal access to high-quality teaching, resources and opportunities to write. This commitment to equality helps every pupil to see themselves as a writer and to use their own voice with respect for the voices of others.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Phonics and Spelling	**Knowledge**	• Words are made up of sounds, and the sounds in words can be heard and said. • Letters (graphemes) represent sounds (phonemes), including the first set of 'tricky' (common exception) words. • Some sounds are made with two letters (digraphs). **Key vocabulary:** sound, letter, digraph, first sound, last sound, tricky word, word, write	• Most words containing taught phonemes and GPCs can be spelt by segmenting the sounds and choosing the graphemes; common exception words have unusual spellings that must be learnt. • The spelling rules for -s and -es (regular plurals), the prefix un-, and the suffixes -ing, -ed, -er and -est (where no change is needed to the root word). • The letters of the alphabet have names and an order; letter names can be used to tell apart alternative spellings of the same sound. **Key vocabulary:** grapheme, phoneme, plural, prefix, suffix, root word, alphabet, exception word, days of the week	• Spelling involves segmenting spoken words into phonemes and representing all of them with graphemes in the right order, in one-syllable and longer words. • Some words sound the same but are spelt differently (homophones and near-homophones), e.g. there/their, here/hear. • The suffixes -ment, -ness, -ful, -less and -ly are added to root words to spell longer words; many common exception words need to be learnt. **Key vocabulary:** segment, grapheme, homophone, near-homophone, suffix, root word, exception word, contraction	• Homophones are words with the same sound but different spellings and meanings (e.g. which/witch), and context decides which to use. • Further prefixes and suffixes change root words; nouns can be formed using prefixes (e.g. super-, anti-); word families share a root (e.g. solve, solution, dissolve, insoluble). • The possessive apostrophe is placed after the plural noun for regular plurals (e.g. girls'). • The first two or three letters of a word help to find it in a dictionary. **Key vocabulary:** homophone, prefix, suffix, word family, root, possessive apostrophe, dictionary, alphabetical order	• All words with prefixes and suffixes follow spelling guidance that can be learnt and applied (English Appendix 1). • Homophones, and words that are often misspelt, must be learnt and checked. • The possessive apostrophe in words with irregular plurals goes before the 's' (e.g. children's). **Key vocabulary:** prefix, suffix, homophone, often misspelt, possessive apostrophe, irregular plural, Appendix 1	• Words from the Year 5 and 6 word list, and complex homophones, need to be learnt, practised and checked. • Some words have silent letters (e.g. knight, psalm, solemn). • Knowledge of morphology (word structure) and etymology (word origin) helps with spelling, but the spelling of some words must be learnt specifically. • The first three or four letters of a word help to check its spelling or meaning in a dictionary. **Key vocabulary:** morphology, etymology, silent letter, homophone, word list, dictionary, thesaurus, root	• Spelling of most words from the Year 5 and 6 list, including less common patterns, is secure and is applied across the curriculum. • Words that are often confused (e.g. practice/practise) and subject-specific vocabulary must be spelt correctly for the audience. **Key vocabulary:** word list, accuracy, morphology, etymology, silent letter, homophone, subject-specific, thesaurus
	Skills	• Hear the sounds in words. • Identify the sounds for each letter (Phase 2) and accurately record some digraphs.	• Spell most words containing taught phonemes and GPCs, and most common exception words, accurately.	• Segment spoken words into phonemes, represent them by graphemes, spell many correctly and make phonetically	• Begin to spell some homophones correctly. • Use further prefixes and suffixes, and apply the rules for adding them.	• Spell all words with prefixes and suffixes correctly. • Spell all homophones correctly. • Place the possessive	• Spell many words from the Year 5 and 6 word list, and many complex homophones. • Spell some words with silent letters.	• Spell most words correctly, including those from the Year 5 and 6 word list. • Proofread to find and correct spelling errors independently,

		• Record the first and last sound in each word, and make phonetically plausible suggestions for sounds within words. • Write the first set of tricky words.	• Use -s and -es to form regular plurals, the prefix un-, and the suffixes -ing, -ed, -er and -est. • Write the days of the week and name the letters of the alphabet in order. • Use letter names to distinguish between alternative spellings of the same sound.	plausible attempts at others. • Spell many common exception words. • Distinguish between homophones and near-homophones. • Add the suffixes -ment, -ness, -ful, -less and -ly to spell longer words.	• Use the first two or three letters of a word to check its spelling in a dictionary. • Place the possessive apostrophe in words with regular plurals.	apostrophe accurately in words with regular and irregular plurals. • Spell words that are often misspelt.	• Use knowledge of morphology and etymology in spelling, and learn words that must be learnt specifically. • Use the first three or four letters of a word to check spelling, meaning or both in a dictionary, and use a thesaurus.	using a dictionary and a thesaurus. • Spell subject-specific vocabulary accurately in all subjects.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Handwriting and Presentation	**Knowledge**	• Marks can carry meaning, and writing is made up of letters. • A pencil is held comfortably, with a tripod grip, to make marks and write.	• Correct posture and a comfortable, correct pencil hold are the basis of good handwriting. • Lower-case letters start and finish in the right place and are formed in the correct direction; letters belong to 'families' (formed in similar ways). • Capital letters and the digits 0 to 9 have their own correct forms.	• Letters in the same word need to be of the correct size relative to one another, and words need spaces that reflect the size of the letters. • Diagonal and horizontal strokes are used to join letters; some letters, when next to each other, are best left unjoined. • Capital letters and digits have the correct size, orientation and relationship to one another and to lower-case letters.	• Joined handwriting is used throughout independent writing, and legibility, consistency and quality improve with practice. • Downstrokes of letters should be parallel and equidistant, and lines of writing spaced so that ascenders and descenders do not touch.	• Handwriting that is legible and fluent supports composition and spelling, because the writer's attention is free for ideas. • The shape and joins of letters are chosen to keep writing flowing, and the quality is maintained as writing gets longer.	• When letters have more than one possible shape, the writer chooses the one that suits the task and decides whether to join specific letters. • The standard of handwriting depends on the task, e.g. quick notes or a final handwritten version; an unjoined style is used for labelling, forms and algebra.	• Handwriting must remain legible, fluent and at speed when writing for longer periods or under time pressure. • The most suitable writing implement is chosen for the task.

		Key vocabulary: mark, line, curve, letter, pencil, hold, name, write	**Key vocabulary:** posture, grip, lower-case, capital letter, digit, direction, family, ascender, descender	**Key vocabulary:** join, diagonal, horizontal, size, space, orientation, unjoined, consistent	**Key vocabulary:** joined, legible, consistent, parallel, equidistant, ascender, descender, join, fluency	**Key vocabulary:** legible, fluency, join, quality, consistency, neat, speed, pace	**Key vocabulary:** legible, fluent, speed, join, unjoined, implement, task, standard, final version	**Key vocabulary:** legibility, fluency, speed, stamina, implement, presentation, task, final copy
	Skills	• Begin to make meaningful marks, and mostly write and form recognisable letters. • Hold a pencil with increasing control (tripod grip). • Write their own name and some recognisable letters correctly formed.	• Sit correctly at a table, holding a pencil comfortably and correctly. • Write lower-case and capital letters in the correct direction, starting and finishing in the right place, with a good level of consistency. • Form digits 0 to 9, and practise letters in handwriting 'families'.	• Use spacing between words that reflects the size of the letters. • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Start to use some diagonal and horizontal strokes to join letters, and leave unjoined those that are best unjoined.	• Use the diagonal and horizontal strokes needed to join letters, and know which letters are best left unjoined. • Increase the legibility, consistency and quality of handwriting. • Use joined handwriting in independent writing.	• Increase the legibility, consistency and quality of handwriting. • Maintain quality in longer pieces of writing. • Use joined handwriting throughout their independent writing.	• Choose which shape of a letter to use when given choices, and decide whether or not to join specific letters. • Choose the writing implement that is best suited to a task. • Increase the speed of handwriting while keeping it legible.	• Maintain legibility, fluency and speed in handwriting when writing at speed. • Choose an appropriate standard of handwriting for the task, e.g. quick notes or a final version, and use an unjoined style where appropriate. • Present written work clearly for the reader.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Punctuation	**Knowledge**	• Some marks carry meaning in writing. • A full stop shows the end of a sentence when writing is read aloud.	• A sentence is punctuated with a capital letter and a full stop, question mark or exclamation mark. • Capital letters are used for names of people, places, the days of the week and the personal pronoun 'I'.	• Most sentences are punctuated with capital letters, full stops and question marks; commas separate items in a list. • Apostrophes show where letters are missed out (contractions) and singular possession (e.g. the girl's book).	• Inverted commas (speech marks) show the words that are actually spoken. • All punctuation from preceding years is used, with increasing accuracy.	• Direct speech is punctuated within and surrounding inverted commas, and a new line is used for a new speaker. • A comma follows a fronted adverbial, and the apostrophe marks singular and plural possession.	• Brackets, dashes or commas can be used for parenthesis (extra information that can be removed). • Commas can clarify meaning or avoid ambiguity in writing.	• Inverted commas, commas for clarity and parenthesis, and a wide range of punctuation, are used accurately and consistently. • Ellipsis, hyphens (to avoid ambiguity), semi-colons, colons and dashes mark boundaries between clauses; a colon introduces a list, and bullet points are punctuated consistently.

		Key vocabulary: mark, full stop, sentence, read, finger space	**Key vocabulary:** capital letter, full stop, question mark, exclamation mark, sentence, punctuation, name, I	**Key vocabulary:** comma, list, apostrophe, contraction, possession, punctuation, sentence, singular	**Key vocabulary:** inverted commas, speech marks, direct speech, punctuation, comma, apostrophe, spoken	**Key vocabulary:** direct speech, inverted commas, reporting clause, fronted adverbial, comma, possession, plural, new speaker	**Key vocabulary:** parenthesis, bracket, dash, comma, ambiguity, clarify, direct speech, punctuation	**Key vocabulary:** ellipsis, hyphen, semi-colon, colon, dash, bullet point, independent clause, parenthesis, ambiguity
	Skills	• Show an awareness that marks carry meaning. • Use some punctuation, e.g. a full stop, when writing simple sentences with support. • Leave finger spaces between words.	• Use full stops accurately to end sentences. • Use question marks and exclamation marks to end sentences. • Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.	• Punctuate most sentences with capital letters, full stops and question marks. • Use commas in lists. • Use apostrophes for omission and singular possession.	• Use inverted commas to indicate speech. • Use all necessary punctuation from preceding year groups. • Proofread and correct punctuation in their own writing.	• Use all necessary punctuation from preceding year groups. • Use singular and plural possession apostrophes accurately. • Punctuate fronted adverbials with commas consistently. • Punctuate direct speech, including punctuation within and surrounding inverted commas.	• Use brackets, dashes or commas for parenthesis. • Use commas to clarify meaning or avoid ambiguity. • Proofread to check for punctuation errors.	• Use inverted commas and punctuate direct speech accurately and consistently, and use commas for clarity and for parenthesis. • Use ellipsis, hyphens to avoid ambiguity, and semi-colons, colons or dashes to mark boundaries between independent clauses. • Use a colon to introduce a list and punctuate bullet points consistently.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Grammar: Sentences, Clauses and Word Classes	**Knowledge**	• A sentence tells us something and can be said and written down. • Words in a sentence need to be in an order that makes sense.	• A sentence is a group of words that makes sense; letters, words and sentences have singular and plural forms and spaces between words. • Adjectives describe nouns; 'and' is a conjunction that joins words and clauses.	• Sentences have different forms: statement, question, exclamation and command. • Coordinating conjunctions (and, but, or) join clauses of equal weight; subordinating conjunctions (when, if, that, because) join a main clause and a subordinate clause.	• A clause has a subject and a verb; a sentence with more than one clause is joined by a wider range of conjunctions (when, if, because, although). • Adverbs and prepositions express time, place and cause; the articles 'a' or 'an' depend on the next word. • A fronted adverbial opens a sentence	• Extended noun phrases can include prepositions (e.g. the teacher with the long beard). • Fronted adverbials are used to begin sentences; nouns and pronouns are chosen appropriately for clarity and to avoid repetition.	• A relative clause adds information about a noun and starts with a relative pronoun (who, which, where, when, whose, that). • Expanded noun phrases can convey complicated information concisely. • The perfect form of verbs marks relationships of time and cause.	• Modal verbs and adverbs indicate degrees of possibility; the passive voice affects the presentation of information in a sentence. • A wide range of conjunctions, pronouns, fronted adverbials and synonyms build cohesion. • Synonyms and antonyms are words

		Key vocabulary: word, sentence, say, write, describe, and, spaces	**Key vocabulary:** letter, word, sentence, singular, plural, adjective, noun, conjunction, and	• An expanded noun phrase describes and specifies a noun (e.g. the blue butterfly). **Key vocabulary:** statement, question, exclamation, command, noun, noun phrase, adjective, adverb, verb, conjunction, co-ordination, subordination	with when, where or how. **Key vocabulary:** clause, subordinate clause, conjunction, adverb, preposition, fronted adverbial, determiner, a/an	**Key vocabulary:** noun phrase, preposition, fronted adverbial, pronoun, possessive pronoun, determiner, clause	**Key vocabulary:** relative clause, relative pronoun, noun phrase, perfect form, subordinate clause, modal verb, adverb	with similar and opposite meanings. **Key vocabulary:** modal verb, passive, active, subject, object, synonym, antonym, conjunction, subjunctive
	Skills	• Include finger spaces between words. • Write simple sentences that can be read by others. • Say what a sentence is about before writing it.	• Use adjectives to describe. • Use simple sentence structures. • Use the joining word (conjunction) 'and' to link ideas and sentences.	• Use coordinating (and, but, or) and subordinating (when, if, that, because) conjunctions. • Use expanded noun phrases to describe and specify. • Use sentences with different forms: statement, question, exclamation and command.	• Use a wider range of subordinate clauses and conjunctions, including when, if, because and although. • Begin to use adverbs and prepositions to show time, place and cause. • Use 'a' or 'an' correctly.	• Use fronted adverbials. • Use extended noun phrases, including with prepositions. • Use nouns and pronouns effectively to aid cohesion, and tell apart plural and possessive -s.	• Use relative clauses with relative pronouns. • Use expanded noun phrases to convey complicated information concisely. • Use the perfect form of verbs to mark relationships of time and cause, and use a thesaurus.	• Use modal verbs or adverbs to indicate degrees of possibility. • Use passive verbs to affect the presentation of information in a sentence. • Use a wide range of conjunctions, fronted adverbials, pronouns and synonyms to build cohesion. • Identify and use synonyms and antonyms.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Grammar: Cohesion, Tense and Register	**Knowledge**	• Writing is made up of sentences that go together. • Stories and information have a beginning and an end.	• Writing uses past and present, and some features of written Standard English begin to appear. • Sentences are put in order to form short narratives.	• Present and past tense (including the progressive form) are used correctly and consistently. • Some features of written Standard English are used.	• Paragraphs are organised around a theme. • The present perfect form of verbs is used in contrast to the past tense. • Pronouns and nouns are chosen to give clarity and cohesion,	• Paragraphs are organised consistently around a theme, and tense is maintained throughout a piece. • Standard English verb inflections are used (e.g. 'I did', not 'I done') and 'were'	• Devices that build cohesion within a paragraph, e.g. then, after that, this, firstly, link ideas. • Adverbials, e.g. later or consequently, link ideas across paragraphs.	• A wide range of devices builds cohesion within and across paragraphs, e.g. grammatical connections, adverbials and repetition of a word or phrase.

					and to avoid repetition.	not 'was' where required.	• Formal and informal language have different vocabulary and structures.	• Formal speech and writing use vocabulary and structures such as the subjunctive; the register must suit the audience and purpose. • Tense must be used consistently, and subject and verb must agree, whether singular or plural.
		Key vocabulary: story, beginning, end, sentence, idea, write	**Key vocabulary:** tense, past, present, sentence, order, narrative, Standard English	**Key vocabulary:** tense, present, past, progressive, consistent, Standard English, verb	**Key vocabulary:** paragraph, theme, cohesion, present perfect, pronoun, noun, tense, Standard English	**Key vocabulary:** paragraph, theme, tense, Standard English, verb inflection, pronoun, cohesion, consistent	**Key vocabulary:** cohesion, adverbial, paragraph, formal, informal, link, consistent, tense	**Key vocabulary:** cohesion, register, formal, informal, subjunctive, subject-verb agreement, tense, passive, ambiguity
	<u>Skills</u>	• Say a short sentence and then write it. • Write more than one sentence about a picture or an experience. • Talk about what they have written.	• Write sentences in order to create short narratives. • Use some features of written Standard English. • Use past and present tense in sentences.	• Use present and past tense correctly and consistently, including the progressive form. • Use some features of written Standard English. • Write a short sequence of sentences that stays in the same tense.	• Organise paragraphs into themes. • Use the present perfect form in contrast to the past tense. • Choose nouns or pronouns appropriately for clarity and cohesion.	• Consistently organise paragraphs around a theme. • Maintain tense throughout a piece. • Use Standard English verb inflections (I did, not I done).	• Use commas to clarify meaning with increasing accuracy. • Use devices to build cohesion within a paragraph consistently and accurately, e.g. then, after that, this, firstly. • Link ideas across paragraphs using adverbials.	• Use a wide range of devices to build cohesion within and across paragraphs. • Use verb tenses consistently and correctly throughout writing, and ensure correct subject and verb agreement. • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, and choose the appropriate register. • Use further cohesive devices such as grammatical connections and adverbials.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Composition: Planning, Oral Rehearsal, Purpose and Audience	**Knowledge**	• Ideas can be said out loud before they are written down. • Writing can be read by other people, and people write for reasons, e.g. to tell a story, make a list or label. • Each word in a sentence can be represented by letters. **Key vocabulary:** idea, say, write, word, sentence, read, story, label, picture	• Saying out loud what to write about, and composing a sentence orally before writing it, helps the writer to remember it. • Different types of writing, e.g. a short narrative, a list and a recount, have different features. • Thinking aloud as ideas are collected is a skill that writers use. **Key vocabulary:** say, compose, sentence, remember, narrative, non-fiction, idea, orally, features	• Planning or saying out loud what to write about, and writing down ideas and key words (including new vocabulary), helps the writer to organise thoughts. • Writing has a purpose, e.g. to tell a story, to record real events, or to write a poem. • A writer encapsulates what they want to say, sentence by sentence. **Key vocabulary:** plan, idea, key word, new vocabulary, purpose, real event, narrative, poem, sentence by sentence	• Discussing writing that is similar to the piece to be written helps the writer to understand and learn from its structure, vocabulary and grammar. • Writing has a purpose (e.g. to inform, entertain or persuade) and an audience, which affect the form chosen. • Ideas are discussed and recorded before drafting. **Key vocabulary:** plan, purpose, audience, structure, model text, vocabulary, grammar, discuss, record, ambitious	• Writing for a range of real purposes and audiences underpins the form of writing, e.g. a narrative, explanation or description. • Composing and rehearsing sentences orally, including dialogue, helps to build a varied and rich vocabulary and a wider range of sentence structures. **Key vocabulary:** purpose, audience, form, rehearse, dialogue, vocabulary, sentence structure, plan, explanation	• Identifying the audience and purpose, and selecting the appropriate form, comes before drafting; similar writing is used as a model. • Ideas are noted and developed, drawing on reading and research. • In narratives, the writer considers how authors have developed characters and settings in what has been read, listened to or seen performed. **Key vocabulary:** audience, purpose, form, model, research, character, setting, develop, plan, draw on reading	• Effective writers plan for a specific audience and purpose, choosing the form, tone and register before they begin. • Planning uses reading and research and can be adapted as the writing develops. **Key vocabulary:** audience, purpose, form, register, tone, research, adapt, plan, awareness of reader
	Skills	• Say out loud what they are going to write about. • Write simple sentences that can be read by others, representing each word with letters. • Talk about their writing, and drawings that tell a story.	• Say out loud what they are going to write about, and compose a sentence orally before writing it. • Write sentences to create short narratives and non-fiction texts. • Use some features of different text types, though	• Plan or say out loud what they are going to write about. • Write down ideas and/or key words, including new vocabulary. • Encapsulate what they want to say, sentence by sentence. • Write for different purposes, including	• Begin to plan their own writing, discussing and recording ideas. • Discuss writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar. • Show an increased understanding of	• Plan a range of narratives and non-fiction using a consistent and appropriate structure. • Compose and rehearse sentences orally, including dialogue, progressively building a varied and rich vocabulary and an increasing range of	• Plan writing for a range of purposes and audiences, confidently selecting appropriate grammar and vocabulary to match the purpose. • Identify the audience and purpose, select the appropriate form and use similar writing as models.	• Plan writing effectively for a range of audiences and purposes, selecting language that shows awareness of the reader. • Draw on reading and research, and the way authors have developed characters and settings, to plan narratives.

			these may not be consistent.	narratives, real events and poetry.	purpose and audience.	sentence structures. • Choose the form of writing to suit a real purpose and audience.	• Note and develop initial ideas, drawing on reading and research.	• Choose the form, register and tone to suit the reader.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Composition: Drafting Narrative Writing	**Knowledge**	• Stories have characters and things that happen. • Writing can tell about ourselves and what we do. **Key vocabulary:** story, character, beginning, end, what happened, pictures	• A narrative is a short story that has a sequence of sentences. • Stories have characters and events. **Key vocabulary:** narrative, sentence, sequence, character, event, beginning, end	• Narratives can be about personal experiences and those of others (real or fictional). • A coherent narrative has a clear beginning, middle and end, and the events follow a sensible order. **Key vocabulary:** narrative, personal experience, fictional, coherent, beginning, middle, end, event	• In narratives, a setting, characters and plot are created. • Ambitious word choices help to describe a setting or character to the reader. **Key vocabulary:** setting, character, plot, narrative, ambitious vocabulary, description, dialogue	• A narrative has a consistent and appropriate structure, with a more detailed setting, characters and plot that engage the reader. • Dialogue, punctuated accurately, moves the story on and shows what characters are like. **Key vocabulary:** setting, character, plot, structure, dialogue, engage, build up, resolution	• A narrative describes settings, characters and atmosphere to engage the reader consistently. • Dialogue can convey character and advance the action. • Authors develop characters and settings in the books pupils have read, listened to or seen performed. **Key vocabulary:** setting, character, atmosphere, dialogue, action, engage, describe, develop, imagery	• Narratives can be written in different ways, including from different viewpoints (e.g. first-person diary) and with settings, characters and atmosphere described with imagery. • Dialogue is integrated to convey character and advance the action. • Grammar and vocabulary choices can change and enhance meaning. **Key vocabulary:** setting, character, atmosphere, dialogue, viewpoint, first person, diary, imagery, advance the action
	Skills	• Write simple sentences that tell about a person, event or story. • Retell a story in their own words and write about it. • Make marks and drawings to tell a story.	• Write sentences in order to create short narratives. • Include characters and events. • Re-read what they have written to check that it makes sense.	• Write simple and coherent narratives about personal experiences and those of others, real or fictional. • Order events so that the narrative makes sense.	• Create setting, character and plot in narratives. • Make ambitious word choices. • Use dialogue, punctuated with inverted commas, in a story.	• Write a range of narratives using a consistent and appropriate structure. • Create a more detailed setting, characters and plot to fully engage the reader.	• Describe the setting, characters and atmosphere to engage the reader consistently. • Use dialogue to convey character and action with increasing confidence.	• Describe settings, characters and atmosphere in narratives, with imagery and detail. • Integrate dialogue in narratives to convey character and advance the action.

				• Re-read and make simple changes.		• Use dialogue, including punctuation within inverted commas, to convey character.	• Draw on how authors have developed characters and settings in what they have read.	• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Composition: Non-Narrative, Poetry and Writing for Purpose	**Knowledge**	• Some writing tells us about things, e.g. labels, lists and captions. • Poems and rhymes have patterns. **Key vocabulary:** label, list, caption, poem, rhyme, write, information	• Non-fiction writing tells us about real things, and has different features from a story. • Some features of different text types can be used (though not consistently). **Key vocabulary:** non-fiction, text type, features, label, caption, list, information	• Writing about real events records them simply and clearly. • Poetry can be written, and writing has different purposes (to tell, to inform, to entertain). **Key vocabulary:** real events, recount, poem, purpose, inform, entertain, simple, clear	• A wide range of text types is structured in different ways; in non-narrative writing, simple organisational devices, e.g. headings and sub-headings, are used. • Paragraphs are organised around a theme. **Key vocabulary:** text type, heading, sub-heading, paragraph, theme, structure, non-narrative, organisational device	• Non-fiction is written using a consistent and appropriate structure for the purpose and audience, e.g. explanation, report or instructions. • Organisational devices, e.g. headings and sub-headings, are used so that readers can find information. **Key vocabulary:** structure, explanation, report, instruction, heading, sub-heading, paragraph, audience, purpose	• Writing for a range of purposes and audiences uses appropriate grammar and vocabulary to match the purpose, e.g. persuasive, informative or entertaining. • Further organisational and presentational devices, e.g. headings, bullet points and underlining, structure text and guide the reader. **Key vocabulary:** persuade, inform, entertain, purpose, audience, organisational device, bullet point, underline, cohesion	• Writing is adapted to the audience: e.g. direct address in persuasive writing or the first person in a diary. • Longer passages can be précised, and a wide range of devices build cohesion within and across paragraphs. • Organisational and presentational devices structure text and guide the reader. **Key vocabulary:** persuasive, direct address, first person, précis, cohesion, presentational device, register, bullet point, heading
	Skills	• Write labels, lists and captions with support. • Say or write a rhyme or short poem. • Write about a real event or something they have seen.	• Write non-fiction texts, e.g. labels, lists and short information texts. • Use some features of different text types.	• Write about real events, recording them simply and clearly. • Write poetry. • Write for different purposes.	• Use the structure of a wide range of text types. • Use simple organisational devices in non-narrative writing, e.g. headings and sub-headings.	• Write a range of non-fiction using a consistent and appropriate structure. • Use organisational devices such as headings and sub-headings.	• Write for a range of purposes and audiences, confidently selecting appropriate grammar and vocabulary to match the purpose.	• Write effectively for a range of audiences and purposes, selecting language that shows awareness of the reader (e.g. first-person diary, direct address in persuasive writing).

			• Write sentences about real things in a logical order.		• Organise paragraphs into themes.	• Organise paragraphs consistently around a theme.	• Use further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points and underlining. • Précis longer passages.	• Précis longer passages. • Use a wide range of devices to build cohesion within and across paragraphs, and organisational and presentational devices to guide the reader.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Evaluating, Editing, Proofreading and Reading Aloud	**Knowledge**	• What has been written can be read by the writer and by others. • Writing can be talked about and shared. **Key vocabulary:** read, write, check, share, talk, sentence, finger space	• Writing is re-read to check that it makes sense, and changes can be suggested. • Writing can be discussed with the teacher or other pupils, and read aloud clearly enough to be heard. **Key vocabulary:** re-read, check, makes sense, change, discuss, read aloud, sentence, suggestion	• Writing is proofread to check for errors in spelling, grammar and punctuation, e.g. that the ends of sentences are punctuated correctly. • Verbs that show time must be used correctly and consistently, including the continuous form. • Writing is evaluated with the teacher and other pupils, and read aloud with appropriate intonation to make the meaning clear. **Key vocabulary:** proofread, evaluate, spelling, grammar, punctuation, tense, intonation, improvement	• Writing by the writer and by others can be assessed for effectiveness, and improvements suggested. • Proofreading checks for spelling and punctuation errors. • Writing is read aloud to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear. **Key vocabulary:** evaluate, effectiveness, improve, proofread, intonation, tone, volume, edit	• Proofreading their own and others' work leads to clear and accurate amendments. • Changes to grammar and vocabulary, including pronouns, improve consistency. • Writing is monitored for sense in the same way as reading, and at different levels, e.g. word, sentence and whole text. **Key vocabulary:** proofread, amend, edit, pronoun, consistency, effectiveness, monitor, feedback	• Assessing the effectiveness of their own and others' writing, and proposing changes to vocabulary, grammar and punctuation, enhances effects and clarifies meaning. • Unwanted repetition is removed, and longer passages proofread precisely. **Key vocabulary:** effectiveness, enhance, clarify, edit, proofread, repetition, vocabulary, grammar, punctuation	• Tense must be used consistently and correctly, and subject and verb must agree. • The language of speech and the language of writing differ, and the correct register must be chosen. • Evaluating writing against its audience and purpose, and editing to improve it, is a normal part of the writing process; proofreading checks spelling and punctuation. **Key vocabulary:** tense, subject-verb agreement, register, evaluate, edit, proofread, audience, purpose, effect
	Skills	• Read their writing, and talk to others about it.	• Re-read what they have written to check that it	• Proofread to check for errors in	• Proofread their own and others' work to check for errors and	• Proofread their own and others' work, making clear	• Assess the effectiveness of	• Evaluate and edit their writing against its audience and

		• Say what they have written about. • Share what they have written.	makes sense, and make suggested changes. • Discuss what they have written with the teacher or other pupils. • Read aloud their writing clearly enough to be heard.	spelling, grammar and punctuation. • Re-read to check that their writing makes sense and that verbs are used correctly and consistently. • Evaluate their writing with the teacher and other pupils, and make simple additions, revisions and corrections. • Read aloud their writing with appropriate intonation.	make improvements. • Assess the effectiveness of their own and others' writing and suggest improvements. • Read aloud their own writing to a group or the class, controlling tone and volume.	and accurate amendments. • Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns. • Read aloud their own writing with appropriate intonation, tone and volume.	their own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Proofread to precise longer passages by removing unwanted repetition, and proofread for spelling and punctuation errors.	purpose, and assess the effectiveness of others' writing. • Ensure the consistent and correct use of tense, and correct subject and verb agreement. • Distinguish between the language of speech and writing, and choose the appropriate register. • Proofread for spelling and punctuation errors.