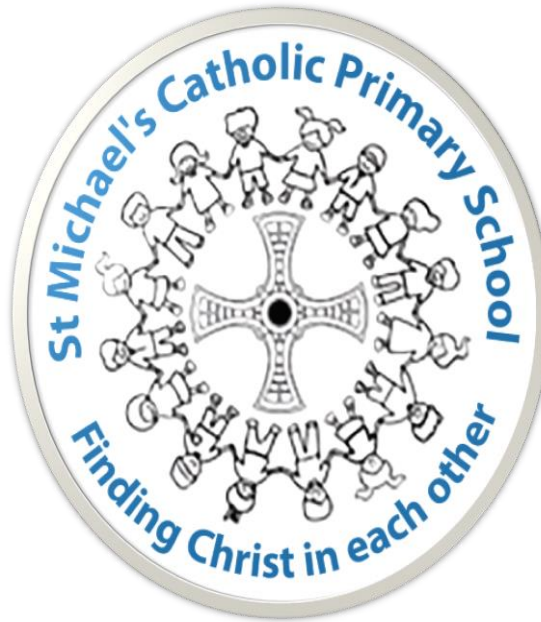


# St Michael's Catholic Primary School



Writing progression of knowledge, skills and  
vocabulary

	Writing	Text types	Handwriting
EYFS	<ul style="list-style-type: none"> <li>• Write phonetically decodable words with confidence</li> <li>• Write words which contain diagraph sounds taught in phonics</li> <li>• Write simple phrases using phonic knowledge</li> <li>• Write a sentence which can be read by others</li> <li>• Write a simple sentence which includes finger spaces and a full stop</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narratives:</b> <ul style="list-style-type: none"> <li>- Traditional tale with a twist</li> </ul> </li> <li>• <b>Non-fiction:</b> <ul style="list-style-type: none"> <li>- Report/Fact file</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Begins to hold a pencil correctly</li> <li>• <b>Write recognisable letters, which are correctly formed</b></li> </ul>
	Writing process	Text types	Handwriting
Year 1	<ul style="list-style-type: none"> <li>• sequences short narratives orally and pictorially based on real and fictional experiences</li> <li>• <b>says out loud what is going to be written about</b></li> <li>• begins to write short narratives based on real and fictional experiences</li> <li>• includes a simple beginning, middle and end in writing</li> <li>• <b>discusses what they have written with the teacher or other pupils</b></li> <li>• writes short narratives based on real and fictional experiences</li> <li>• uses a simple plan (e.g. storyboard, flowchart)</li> <li>• <b>re-reads what has been written to check it makes sense</b></li> <li>• makes simple changes to writing where suggested</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narratives:</b> <ul style="list-style-type: none"> <li>- Story</li> <li>- Traditional tale with a twist</li> <li>- Irish Myth</li> <li>- Adventure</li> </ul> </li> <li>• <b>Non-fiction:</b> <ul style="list-style-type: none"> <li>- Report/fact file</li> <li>- Biography</li> <li>- Recount</li> <li>- Persuasive leaflet</li> </ul> </li> <li>• <b>Poetry:</b> <ul style="list-style-type: none"> <li>- Rhyming poem</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>sits correctly at the table and holds a pencil comfortably and correctly</b></li> <li>• distinguishes between lower case letters and capital letters</li> <li>• <b>uses knowledge of handwriting 'families' to begin to form letters correctly</b></li> <li>• <b>spaces evident between words</b></li> <li>• <b>begins to form lower case letters in the correct direction starting and finishing in the right place</b></li> <li>• <b>forms capital letters correctly</b></li> </ul>

	<ul style="list-style-type: none"> <li>reads aloud own writing clearly enough to be heard by peers and the teacher</li> </ul>		
	<b>Writing process</b>	<b>Text types</b>	<b>Handwriting</b>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>uses basic layout conventions in different forms of writing</li> <li><b>plans out loud what is going to be written</b></li> <li>creates simple plans to support writing</li> <li>makes simple changes to writing where appropriate</li> <li><b>proof-reads own writing to check for basic errors</b></li> <li><b>develops stamina</b> to write at increasing length</li> <li><b>writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans)</b></li> <li>considers word choice, grammar and punctuation</li> <li><b>re-reads own writing to check for sense, basic errors and meaning</b></li> <li><b>reads aloud writing with appropriate intonation to make meaning clear</b></li> <li><b>writes narratives about personal experiences and those of others (real and fictional)</b></li> <li><b>writes for different purposes (including poetry)</b></li> <li>uses plans to support writing</li> <li>links ideas and events using strategies to create 'flow'</li> <li>evaluates the effective use of word choice, grammar and punctuation</li> <li>makes appropriate additions, revisions and corrections</li> <li><b>proof reads to check for errors in spelling, grammar and punctuation</b></li> <li><b>re-reads writing to check for correct and consistent tense</b></li> <li><b>evaluates writing with teachers and peers</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Narratives:</b> <ul style="list-style-type: none"> <li>- Adventure</li> <li>- Story</li> <li>- Legend</li> <li>- Traditional tale</li> </ul> </li> <li><b>Non-fiction:</b> <ul style="list-style-type: none"> <li>- Instructions</li> <li>- Postcard</li> <li>- Non-chronological report</li> <li>- Persuasive letter</li> <li>- Lyrical explanation</li> </ul> </li> <li><b>Poetry:</b> <ul style="list-style-type: none"> <li>- Free verse</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>forms lower case letters of the correct size relative to one another</b></li> <li><b>handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation</b></li> <li><b>words are almost always appropriately and consistently spaced in relation to the size of the letters</b></li> <li><b>some diagonal and horizontal strokes are used to join letters</b></li> </ul>

	Writing process	Text types	Handwriting
Year 3	<ul style="list-style-type: none"> <li>• <b>begins to use paragraphs to group related material</b></li> <li>• uses a range of planning strategies and tools</li> <li>• becomes more aware of the audience and purpose of different types of writing</li> <li>• <b>discusses and records ideas</b></li> <li>• <b>uses headings and sub-headings to aid presentation</b></li> <li>• writes for a range of real purposes and audiences as part of their work across the curriculum</li> <li>• <b>reads aloud own writing using appropriate intonation</b></li> <li>• structures and organises writing with a beginning, middle and end across a range of text types</li> <li>• <b>uses texts similar to those that they are planning to write, to understand and learn from its structure</b></li> <li>• <b>assesses the effectiveness of own and others' writing</b></li> <li>• <b>proof reads for spelling, grammar and punctuation errors</b> and self-corrects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narratives:</b> <ul style="list-style-type: none"> <li>- Romance</li> <li>- Adventure</li> <li>- Comedy</li> <li>- Story</li> <li>- Traditional tale</li> <li>- Suspense</li> </ul> </li> <li>• <b>Non-fiction:</b> <ul style="list-style-type: none"> <li>- Explanation</li> <li>- Holiday brochure</li> <li>- Non-chronological report</li> <li>- Instructions</li> </ul> </li> <li>• <b>Poetry:</b> <ul style="list-style-type: none"> <li>- Season poems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined.</b></li> </ul>
	Writing process	Text types	Handwriting
Year 4	<ul style="list-style-type: none"> <li>• <b>uses appropriate choice of <u>pronoun/noun</u> within and across sentences to aid cohesion</b></li> <li>• <b>proof reads for spelling, grammar and punctuation errors</b> and self-corrects as the writing develops</li> <li>• attempts to make simple links between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narratives:</b> <ul style="list-style-type: none"> <li>- Story</li> <li>- Science-fiction</li> <li>- Adventure</li> <li>- Traditional tale</li> <li>- Fantasy</li> <li>- Mystery</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)</b></li> </ul>

	<ul style="list-style-type: none"> <li>plans effectively for a range of writing</li> <li>decisions about writing are based on awareness of audience and purpose</li> <li><b>proposes changes to grammar and vocabulary to improve consistency</b></li> <li><b>reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear</b></li> <li><b>creates settings, characters and plot in narratives</b></li> <li><b>writes non-narratives using appropriate organisational devices</b></li> <li><b>organises paragraphs around a theme</b></li> <li><b>discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar</b></li> <li><b>assesses the effectiveness of their own and others' writing and suggests improvements</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Non-fiction:</b> <ul style="list-style-type: none"> <li>- Persuasive letter</li> <li>- Explanation</li> <li>- Balanced argument</li> <li>- Script</li> <li>- Newspaper report</li> </ul> </li> <li><b>Poetry:</b> <ul style="list-style-type: none"> <li>- Motivational poetry</li> </ul> </li> </ul>	
	<b>Writing process</b>	<b>Text types</b>	<b>Handwriting</b>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>begins to build paragraphs around a topic sentence</li> <li>demonstrates growing awareness of audience and purpose</li> <li>begins to develop characters and settings through selection of effective vocabulary</li> <li>summarises a paragraph</li> <li>considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing</li> <li><b>links ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Narratives:</b> <ul style="list-style-type: none"> <li>- Adventure</li> <li>- Mystery</li> <li>- Science-fiction</li> <li>- Fantasy</li> </ul> </li> <li><b>Non-fiction:</b> <ul style="list-style-type: none"> <li>- Diary</li> <li>- Biography</li> <li>- Journal</li> <li>- Non-chronological report</li> <li>- Persuasive letter</li> <li>- Balanced argument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms</li> </ul>

	<ul style="list-style-type: none"> <li>selects appropriate formats and forms to suit audience and purpose</li> <li><b>uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere</b></li> <li>edits own work and offers suggestions to others to improve the impact and effect of writing</li> <li><b>proof reads own work for spelling and punctuation errors</b></li> <li><b>identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own</b></li> <li><b>uses devices to build <u>cohesion</u> within and across paragraphs</b></li> <li>shows a growing awareness of how authors develop character and setting, including through the use of dialogue</li> <li>begins to précis longer passages</li> </ul> <p>makes effective changes when editing own and others' work</p>	<ul style="list-style-type: none"> <li><b>Poetry:</b></li> <li>- Narrative poem</li> </ul>	
	<b>Writing process</b>	<b>Text types</b>	<b>Handwriting</b>
<b>Year 6</b>	<ul style="list-style-type: none"> <li><b>notes and develops initial ideas, drawing on reading and research where necessary</b></li> <li><b>uses further organisational and presentational devices to structure texts and guide the reader</b></li> <li><b>describes settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar</b></li> <li><b>suggests changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></li> <li><b>assesses the effectiveness of their own and others' writing</b></li> <li>writes making conscious links to reading</li> </ul>	<ul style="list-style-type: none"> <li><b>Narratives:</b></li> <li>- Romance</li> <li>- Traditional tale</li> <li>- Adventure</li> <li>- Story</li> <li><b>Non-fiction:</b></li> <li>- Newspaper report</li> <li>- Persuasive letter</li> <li>- Speech</li> <li>- Recount</li> <li>Postcard</li> </ul>	<ul style="list-style-type: none"> <li><b>writes legibly and fluently and with increasingly efficient speed</b></li> <li><b>knows which letters join and which writing implement is best suited to a task</b></li> </ul>

	<ul style="list-style-type: none"><li>• <b>links ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis</b></li><li>• <b>integrates dialogue to convey character and advance action</b></li><li>• <b>evaluates own and others writing and edits as appropriate</b></li><li>• <b>writes for a range of purposes and audiences</b></li><li>• <b>uses suitable forms with appropriate features for different text types</b></li><li>• <b>introduces, develops and concludes paragraphs appropriately</b></li><li>• <b>ensures the consistent and correct use of tense throughout a piece of writing</b></li><li>• <b>uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning</b></li><li>• <b>précises longer passages appropriately</b></li><li>• <b>proof reads writing for wider audience to ensure accuracy of spelling and punctuation</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Poetry:</b></li><li>- Rap</li></ul>	
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