



Greenfield Primary School Progression Map – Writing

Writing Progression Map

It is our intent that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types (including areas of fiction, non-fiction and poetry).

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	<p><i>Planning</i></p> <ul style="list-style-type: none"> Jot down key words and new vocabulary Say aloud what they are going to write about Orally compose sentences together as a class <p><i>Drafting</i></p> <ul style="list-style-type: none"> Compose a sentence orally before they write it <p><i>Evaluating and Editing</i></p> <ul style="list-style-type: none"> Re-reading what they have written to check that it makes sense Discuss what they have written 	<p><i>Planning</i></p> <ul style="list-style-type: none"> Plan or say aloud what they are going to write Begin to orally compose and rehearse sentences independently Write down ideas/key words including new vocabulary Story map ideas <p><i>Drafting</i></p> <ul style="list-style-type: none"> Encapsulate what they want to say sentence by sentence and begin seeing links between sentences. <p><i>Evaluating and Editing</i></p> <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation 	<p><i>Planning</i></p> <ul style="list-style-type: none"> Orally discuss ideas for writing Orally compose and rehearse sentences and write them down. Write down ideas relating to the RAFT of the writing (vocabulary/ paragraph purposes) Box it up/ story map ideas into a structure/ order <p><i>Drafting</i></p> <ul style="list-style-type: none"> Encapsulate how the ideas and sentences develop and still make sense as the ideas progress. Begin to use paragraphing to build ideas and progress the story (TIPTOP) <p><i>Evaluating and Editing</i></p> <ul style="list-style-type: none"> Assess the effectiveness of their own and other's writing suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns 	<p><i>Planning</i></p> <ul style="list-style-type: none"> Orally discuss ideas for writing in detail with the teacher, whole class, group or a partner Orally compose sentences independently and write them down, beginning to explore how to improve ideas further. Box it up/ story map ideas into a structure/ order <p><i>Drafting</i></p> <ul style="list-style-type: none"> Compose and rehearse sentences orally and written progressively building a varied and rich vocabulary and range of sentence structures Use paragraphing to build ideas and progress the story. (TIPTOP) <p><i>Evaluating and Editing</i></p> <ul style="list-style-type: none"> Assess the effectiveness of their own and other's writing suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns Proof-read for spelling and punctuation errors <p>Read aloud their own writing, to a group or the whole class, using</p>	<p><i>Planning</i></p> <ul style="list-style-type: none"> Orally discuss ideas for writing in detail with the teacher, whole class, group or a partner Compose sentences orally and written, exploring and expanding on ideas to improve and develop the writing further. Write down ideas relating to the RAFT of the writing (vocabulary/ paragraph purposes) Box it up/ story map ideas into a structure/ order <p><i>Drafting</i></p> <ul style="list-style-type: none"> Compose and rehearse sentences orally and written (including dialogue) exploring how selecting the appropriate grammar and vocabulary can change and enhance meaning. Use and organise paragraphing effectively and appropriately to build ideas and build cohesion within and between the paragraphs. (TIPTOP) <p><i>Evaluating and Editing</i></p> <ul style="list-style-type: none"> Assess the effectiveness of their own and other's writing suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns 	<p><i>Planning</i></p> <ul style="list-style-type: none"> Orally discuss ideas for writing in detail with the teacher, whole class, group or a partner Compose sentences orally and written, exploring and expanding on ideas to improve and develop the writing further. Write down ideas relating to the RAFT of the writing (vocabulary/ paragraph purposes) Box it up/ story map ideas into a structure/ order <p><i>Drafting</i></p> <ul style="list-style-type: none"> Compose and rehearse sentences orally and written (including dialogue) exploring how selecting the appropriate grammar and vocabulary can change and enhance meaning. Use and organise paragraphing effectively and appropriately to build ideas and build cohesion within and between the paragraphs. (TIPTOP) <p><i>Evaluating and Editing</i></p> <ul style="list-style-type: none"> Assess the effectiveness of their own and other's writing suggesting improvements



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	<p>with the teacher and other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud what they have written so that the meaning is clear</p>	<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors <p>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</p>	<p>appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p>	<ul style="list-style-type: none"> • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns • Proof-read for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p>
Handwriting	<p><i>Sit correctly at a table, holding a pencil comfortably and correctly.</i></p> <p><i>Begin to form lower-case letters correctly, starting and finishing in the right place.</i></p> <p><i>Form capital letters correctly</i></p> <p><i>Form digits 0-9</i></p> <p><i>Understand which letters belong to which handwriting family and begin to practise these together.</i></p> <p><i>Finger spaces between words</i></p>	<p><i>Form all lower-case letters correctly and of the correct size and orientation to one another.</i></p> <p><i>Formation of capitals and digits 0-9 of the correct size and orientation to one another</i></p> <p><i>Use consistent spacing between words</i></p> <p><i>Begin to use diagonal and horizontal strokes to join letters</i></p>	<p><i>Horizontal and diagonal strokes needed to join letters</i></p> <p><i>Increase consistency, legibility and quality of handwriting</i></p>		<p><i>Writing legibly, fluently and with increased speed</i></p> <p><i>Choose writing style for the task</i></p>	
Writing organisation	<ul style="list-style-type: none"> • Clear beginning and end using story language (once upon a time... one day... in the end) 	<ul style="list-style-type: none"> • Sentences written in chronological order indicated by time words • Characters and setting described in detail • Paragraphing for a change of time or place 	<ul style="list-style-type: none"> • Time and place referred to at the start of sentences (fronted adverbial) • Characters are introduced and who, what, when, where and why are established. • Story flows well – beginnings of suspense 	<ul style="list-style-type: none"> • Links between opening and resolution • Links between paragraphs help to link one idea to the next • Paragraphs organised correctly to build up key events (paragraphs have a core job TIPTOP) 	<ul style="list-style-type: none"> • Opening and resolution shape the story • Paragraphs varied in length and structure purposefully • Use of devices to aid cohesion between paragraphs (then, after that, this, firstly) • Bullet points to list information 	<ul style="list-style-type: none"> • Story is well constructed and raises intrigue • Dialogue is used to move the action on or to heighten empathy for a character • Deliberate ambiguity is set up in the mind of reader to be answered later on in the text.



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	<ul style="list-style-type: none"> Ideas grouped in chronological order Problem and simple resolution 	<ul style="list-style-type: none"> Trigger event followed by a series of events and a conclusion Correct use of pronoun (capital for names/ they/ he/ she/ it etc) 	<p>created (short sentences, repetition)</p> <ul style="list-style-type: none"> A clear complication and events which are paragraphed throughout Cohesion throughout (use of pronoun, synonyms) Use of headings and sub-headings to aid presentation 		<ul style="list-style-type: none"> Use of headings, sub-headings, columns, bullet points and tables to aid presentation 	<ul style="list-style-type: none"> Link ideas within and across paragraphs, using a range of cohesive devices (Repetition of words and phrases, use of adverbials (such as, on the other hand, in contrast, as a consequence), ellipsis) Bullet points to list information Use of headings, sub-headings, columns, bullet points and tables to aid presentation
Writing Sentence features	<ul style="list-style-type: none"> Combining words to make a sentence 	<ul style="list-style-type: none"> Use and understanding of statements, questions, exclamations and commands in context. Expanded noun phrases for description and specification [for example: the blue butterfly, plain flour, the man in the moon] 	<ul style="list-style-type: none"> Variation in sentence structures Prepositional phrases Expanded noun phrases Subordinate Clauses 	<ul style="list-style-type: none"> Variation in sentence structures Prepositional phrases 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) Subordinate Clauses 	<ul style="list-style-type: none"> Variation in sentence structures (wide variation of the following) Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses (beginning with a relative pronoun: who, which, why, whose, where, that or omitted relative pronoun) Parenthesis using brackets, dashes or commas Variation in sentence length (short pace and tension / long detail and description) 	<ul style="list-style-type: none"> Use of passive to affect the presentation of information [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?) The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech Expanded noun phrases to convey complicated information concisely
Openers	<ul style="list-style-type: none"> *Often repetitive (e.g. subject/verb) *Beginning to show some variation 	<ul style="list-style-type: none"> Mostly uses a variation of sentence openers Shows ability to use adverbs to start a sentence as appropriate to genre and context 	<ul style="list-style-type: none"> Usually uses adverbs as sentence openers (then, next, soon, therefore) To express time, place and cause (when, before, after, while, so, because) Prepositions (before, after, during, in, because of) 	<ul style="list-style-type: none"> Adverbials (e.g. Sometime later...As we ran...Once we arrived...), Subject reference (e.g. The boys, Our gang...) 	<ul style="list-style-type: none"> Indicating degrees of possibility using adverbs (perhaps, surely) modal verbs (might, should, will, must) Adverbials (e.g. Sometime later...As we ran...Once we arrived...nearby...), paragraph cohesion (then, after that, this, firstly) 	<p>Verb (skipping, stunned, amazed by the sight...)</p> <p>Conjunction (although, despite)</p> <p>Simile (like a steam train, cool as ice)</p>



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Conjunctions	<ul style="list-style-type: none"> Uses the coordinating conjunction 'and' to join clauses 	<ul style="list-style-type: none"> Mostly uses co-ordination (or, and, but) Usually includes some subordination (when, if, that, because) 	<ul style="list-style-type: none"> Usually uses a wider range of subordinating conjunctions (e.g. when, before, after, because) 	<ul style="list-style-type: none"> Uses a growing range of subordinating conjunctions e.g. previous range + until, unless, since, while, whereas 	<ul style="list-style-type: none"> Developing the range of subordinating conjunctions used e.g. Contrast & Concession – although, still, even though, whereas Condition – if, unless, even if, providing, provided that Cause and Reason– because, so that, as, since Time – whenever, while Conjunctive adverbs e.g. consequently, however, despite, furthermore, meanwhile, therefore 	<ul style="list-style-type: none"> Able to use the full range of previously taught conjunctions to add detail, express time, show contrast, show concession and show cause and effect
Grammatical Spelling Features	<ul style="list-style-type: none"> Regular plural nouns used effectively -s -es -ing, -er -ed added where no change to root word needed Prefix un- to change the meaning of verbs and adjectives 	<ul style="list-style-type: none"> Adding 'er' and 'est' to show comparisons in adjectives -ly to turn adjectives into adverbs -ness and -er and compounding to form nouns -ful -less to form adjectives 	<ul style="list-style-type: none"> Prefix use super- anti- auto- 	<ul style="list-style-type: none"> Understands the grammatical difference between plural and possessive -s Standard English form of verb inflections 'we were' instead of 'we was', 'I did' instead of 'I done', 'could have' instead of 'could of' 	<ul style="list-style-type: none"> Nouns to adjectives using suffixes -ate, -ise, -ify Verb prefixes dis-, de-, mis-, over-, re- 	<ul style="list-style-type: none"> Hyphens used to avoid ambiguity
Writing Grammatical features	<ul style="list-style-type: none"> Noun Consistent past tense Adjectives 	<ul style="list-style-type: none"> Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Third person 	<ul style="list-style-type: none"> Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Use of present perfect form of verb instead of the simple past e.g. He has gone out to play – He went out to play. Fronted adverbials Implied second person 	<ul style="list-style-type: none"> Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person 	<p>More complex examples of:</p> <ul style="list-style-type: none"> Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type Pronouns used to hide the doer of the action – it crept into the wood 	<p>More complex examples of:</p> <ul style="list-style-type: none"> Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Perfect form of verbs to mark relationships of time and cause Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type



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						<ul style="list-style-type: none"> Pronouns used to hide the doer of the action – it crept into the wood Conscious control over levels of formality
Writing Punctuation	<ul style="list-style-type: none"> Spaces to separate words Full stops Capital letter for start of sentence, names, days of the week and personal pronoun – I Begin use of question marks and exclamation marks 	<ul style="list-style-type: none"> Full stops Question marks Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list 	<p><i>Ensure all previous accurate</i></p> <ul style="list-style-type: none"> Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas to punctuate direct speech Brackets 	<p><i>Ensure all KS1 accurate</i></p> <ul style="list-style-type: none"> Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas to punctuate direct speech (comma after the reporting clause) Brackets 	<p><i>Ensure all KS1 and LKS2 accurate</i></p> <ul style="list-style-type: none"> Brackets Dashes Commas (parenthesis) Commas (clarify meaning and avoid ambiguity) Colon (introduce a list) 	<p><i>Ensure all KS1 and LKS2 accurate</i></p> <ul style="list-style-type: none"> Brackets Dashes Commas Hyphens Colons (introduce a list) Semi-colons (within a list) Colons and semi-colons and dashes (as a boundary between independent clauses)
Terminology to Understand	<ul style="list-style-type: none"> Letter Capital letter Word Singular Plural Sentence 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 Vowel Inverted commas (speech marks) 	<ul style="list-style-type: none"> Determiner Pronoun Possessive pronoun Adverbial 	<ul style="list-style-type: none"> Modal verb Relative clause Relative pronoun Parenthesis Bracket Dash Cohesion Ambiguity 	<ul style="list-style-type: none"> Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points
Narrative Writing Genres	Familiar Settings	Fairytales	Adventure	Myths	Mystery Fantasy	Flashback



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Taught Story Types	Transformation Story	Wishing Story	Overcoming the Monster Story	Voyage/ Journey Story	Portal Story	Quest (Lost and Found) Story
Narrative Writing Story language	Size adjectives: Big, small, enormous Big, bigger, biggest Emotion adjectives: Sad, angry, cross, happy Pronouns: I, she, he, they Prepositions: Up, down, into, out, to, onto Time References: Once upon a time, one day, happily ever after	Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Story Starters: by the next morning, one day, as soon as Story Endings: in the end, at the end of the day	Simile and Metaphor: ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Accurate Action Verbs: pushed, rushed, shoved Power of 3: He leaped from his horse, charged to the gate and raised his sword.	Simile and Metaphor: ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. Adverbs for Frequency or Subtlety: often, seldom, exactly, suspiciously, craftily Conjunctions to add information: moreover, furthermore, in addition, in due course Power of 3: He leaped from his horse, charged to the gate and raised his sword.	Simile and Metaphor: ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. Adverbs for Frequency or Subtlety: often, seldom, exactly, suspiciously, craftily Repetition: The boys ran and ran until they could run no more. Personification: The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.	Active and Passive: They removed the ring from the drawer. The ring was removed from the drawer. Modifiers for intensity: insignificant amount, exceptionally, recently, evidently Repetition: The boys ran and ran until they could run no more. Synonyms and Antonyms Big, large, little, colossal, miniature (appropriately selected and varied to avoid repetition) Personification: The bees played hide and seek with the flower. The first rays of morning tiptoed through the field. <i>Informal Speech/ formal speech difference</i> Find out – discover Ask for – request Go in – enter <i>Formal / informal tone of voice</i> <i>Choices are made consciously for the appropriate purpose and audience</i>
Taught Writing Units	<ul style="list-style-type: none"> • Character Description (entertain) • Setting description (entertain) • Recount (inform) • Instructions (inform) 	<ul style="list-style-type: none"> • Retelling narrative (entertain) • Non-chronological report (inform) • Letter (inform) • Fact File (inform) 	<ul style="list-style-type: none"> • Innovative narrative (entertain) • Diary Writing (inform) • Email (inform) • Instructions (inform) • Advert (persuade) 	<ul style="list-style-type: none"> • Innovative narrative (entertain) • Playscript (entertain) • Explanation text (inform) • Leaflet (persuade) • Debate (discuss) – <i>orally with model of written</i> 	<ul style="list-style-type: none"> • Innovative narrative (entertain) • Narrative with dialogue (entertain) • Biography (inform) • Letter (persuade) • Explanation text (discuss) 	<ul style="list-style-type: none"> • Narrative with flashback (entertain) • Diary in role (inform) • Brochure (persuade) • Argument/ debate (discuss) <i>(independent writing opportunities across all taught units from February)</i>



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Taught Poetry	Acrostic and Shape Poems	Quatrain Poems	Haiku and Tanka Poems	Limericks	Simile and Metaphor Poems	Personification Poems
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