

Lichfield and Tamworth Catholic Primary Partnership

Progression in Writing

	Stage A	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Sentence Structure / Grammar	Write simple sentences which can be read by others	Write simple sentences Write simple compound sentences using 'and' Use standard forms of verbs e.g. go, went	Write correctly structured simple and compound sentences. Use a variety of simple conjunctions for: -subordination (when, if, that, because) -coordination (or, and, but). Use a variety of sentence beginnings Use the tense that is appropriate to the task. Use sentences with different forms: -question -exclamation -command Use progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting)	Begin to write sentences with more than one clause Use an increasing variety of sentence openings Express time, place and cause using: -conjunctions (e.g. when, before, after, while, so, because) -adverbs (e.g. then, next, soon, therefore) -prepositions (e.g. before, after, during, in, because of) Use correct tense correctly and consistently Write in first and third person Use 'a' and 'an' correctly.	Write using a mixture of grammatically accurate simple and compound sentences Use a wider range of conjunctions including when, if, because, although to write sentences with more than 1 clause. Use a wide and varied range of sentence openings Write using extended noun phrases modified by the addition of modifying adjectives / prepositions (e.g. the strict, maths teacher with curly hair) Use pronouns and nouns appropriately to avoid repetition. Use fronted adverbials (e.g. Later that day, I heard the bad news)	Use a mixture of simple, compound and complex sentences to extend meaning and add variety and interest Write, taking into account audience and purpose for writing Use expanded phrases and clauses to add information or detail Use appropriate direct and reported speech Use appropriate tense changes consistently and accurately Use relative clauses beginning with who, which, where, when whose that or the omitted relative pronoun Begin to indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will must)	Use a variety of simple, compound and complex sentences to reflect formal and informal situations Write controlled complex sentences showing understanding of manipulation of clauses for different effects. Use relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas Use a range of verb forms (e.g. <i>conditional and passive</i>), mostly accurately Use the passive voice to affect the presentation of information in a sentence Use appropriate choice of tense to support whole text cohesion Write using modal verbs and adverbs to indicate degrees of possibility, probability and certainty
Punctuation	Use capital letters and full stops to demarcate sentences	Begin to use: -capital letters - full stops -question marks -exclamation marks Use capital letters for the personal pronoun I and begin to use capitals for some proper nouns (e.g. days of the week,	Write with consistent use of: -capital letters -full stops - question marks - exclamation marks Use commas to separate an item in a list Use apostrophes to mark where letters are missing	Write with consistent and accurate use of: -capital letters -full stops - question marks - exclamation marks Use capital letters accurately for proper nouns	Add commas after fronted adverbials Use inverted commas and commas correctly to punctuation direct speech Use apostrophes to mark singular <i>and</i> plural possession	Use commas to clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma) Use inverted commas to demarcate direct speech, with new lines used for each new speaker	Use a range of punctuation including brackets, dashes or commas to indicate parenthesis, hyphens to avoid ambiguity; consistent punctuation of bullet points; use of semi-colon, colon and dash to mark the boundaries between independent clauses (e.g. It's raining; I'm fed up); and use of colon to

		other names).	(omission) Start to use apostrophes to mark singular possession in nouns	Use inverted commas to punctuate direct speech, Begin to use commas to mark phrases and clauses		Use brackets, dashes or commas to indicate parenthesis	introduce a list and use of semi-colon within list
Text Structure and Organisation	Write a sequence of demarcated sentences	Plan sentences orally before they are written Sequence sentences to form short narratives based on fictional and real experiences. Begin to use some features of different text types	Write narratives with opening, middle and ending and events in a chronological order Write simple narratives about personal experiences and those of others Write about real events and simple poems	Plan writing using ideas gathered from wider reading and modelling. Identify purpose and audience in order to write Write narratives with opening, middle with a clear resolution Group similar information together Start to use paragraphs for all forms of writing. Structure non-narrative text types appropriately. Use simple organisational devices including headings and sub-headings	Write stories with more detailed settings and characters, along with a coherent plot Write stories with a developed ending of an appropriate length Write in paragraphs to organise ideas around a theme Include an introduction, ordered sections and a brief conclusion, as well as other organisational devices in non-narrative texts	Write, structure and organise texts for a range of purposes and audiences Write a story structure which is well developed, using paragraphs to mark changes of time, scene, action or person Develop sequences of events around a main sentence within paragraphs and link ideas across paragraphs Develop characters through descriptions of appearance, actions and direct or reported speech Use fronted adverbials of time, place and number to link ideas across paragraphs Use tense choice and other devices to build cohesion within and across paragraphs Use a wide range of layout conventions and presentational devices to indicate main and supporting points.	Write for a range of purposes and audiences demonstrating the selection and use of suitable forms Write in paragraphs to develop and expand some ideas, descriptions, themes and events in depth Create relationships between paragraphs to give clear structure and coherence to the whole story Write elements of dialogue, action and description which are interwoven appropriately Use a range of organisational and presentational devices, including use of columns, bullet points and tables to guide the reader Use a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis) Write with a controlled structure across the whole piece which maintains and emphasises the context and purpose of writing

							Write non-narrative texts in sequenced sections or paragraphs which contribute to the overall effectiveness and shape of the text
Use of Language / Vocabulary	Begin to think of appropriate vocabulary for writing	Use vocabulary which is appropriate to the subject matter Use adjectives for description	Use adjectives, adverbs and expanded noun phrases to describe and specify Uses some specific vocabulary linked to the topic in non-narrative writing	Use adventurous word choices to add detail and engage the reader e.g. adverbs to add detail to verbs Use technical language appropriate to the text type	Use noun phrases, adverbs and adjectives to create variety and add interest Modify adjectives for emphasis Use a wider range of powerful verbs Use technical and precise vocabulary in non-narrative writing Explain and establish viewpoint in writing	Use nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description Write with a narrator's or character's viewpoint which is established and controlled Write with an appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience Use effective, technical and precise vocabulary for effect e.g. to inform, persuade, explain etc. Use a writer's viewpoint which is established and controlled (e.g. a consistent perspective is evident throughout the piece)	Apply vocabulary choices which are imaginative and used precisely and appropriately to create impact and augment meaning Make appropriate choices between colloquial language and standard English (match formal and informal situations) Write narratives by using appropriate descriptions of settings, characters and atmosphere including integration of dialogue to convey character and advance the action Use effective well-chosen phrases e.g. <i>adverbials</i> , <i>expanded noun phrases</i> to engage reader and for clarity of meaning Use expanded noun phrases to convey complicated information concisely Use a wider range of narrative techniques to engage the reader, e.g. <i>use of flashback and time-shift</i> Write from a well-controlled and convincing viewpoint

Spelling	Use phonemes and graphemes in line with Letters and sounds including phase 4	Use phonemes and graphemes in line with Letters and sounds including phase 5 Apply simple spelling rules from Appendix 1 of NC Add 's' and 'es' to words to create plurals Spell and use words with the prefix 'un' Spell and use words with the suffixes ing, -ed, -er and -est where there is no change in the spelling of the root word	Apply simple spelling rules from Appendix 1 of NC Use phonemes, graphemes and spelling patterns in line with Letters and Sounds including Phase 6	Apply spelling rules from Appendix 1 of NC (Year 3 and 4)	Apply spelling rules from Appendix 1 of NC (Year 3 and 4)	Apply spelling rules from Appendix 1 of NC (Year 5 and 6)	Apply spelling rules from Appendix 1 of NC (Year 5 and 6)
Handwriting	Begin to form cursive lower-case letters in the correct direction, starting at and finishing in the right place Begin to hold a pencil comfortably and correctly	Form cursive lower-case letters in the correct direction, starting at and finishing in the right place Hold a pencil comfortably and correctly Form capital letters and digits 0-9 Introduce handwriting 'families' and practise these	Form cursive lower case letters in the correct size relative to one another Start to use some of the diagonal and horizontal strokes needed to join letters	Write using joined cursive, legible script	Write using joined cursive, legible script	Write using joined cursive, legible script Write at an efficient speed	Write using joined cursive, legible script Write at an efficient speed to maintain fluency

*Drafting and editing should be developed in all year groups, in order for pupils to self-assess and improve their own writing competency.

**Stage A, relates to the minimum expectation for pupils leaving the foundation stage, Stage 2, refers to the minimum expectations for pupils at end of key stage 1 and Stage 6, refers to the minimum expectations for pupils at the end of key stage 2.

Thanks to St Elizabeth's for sharing this resource.

