

 Writing skills progression				
Children develop their writing skills in daily literacy lessons and apply those skills to writing in other subjects. Spelling, vocabulary and grammar rules are introduced sequentially and revisited regularly. Fiction and non-fiction genres are taught and refined in a cycle, building on previous years' learning.				
	Year 3	Year 4	Year 5	Year 6
Topics	Brilliant Bristol Awesome Ancestors Ancient Egypt	Ancient influences Earth Explorers Our world our future	Invaders Explorers Rainforests	America WW2 Africa Big Picture
Science topics	Magnets and forces Rocks, soils and fossils Animals including humans Light Plants	Animals including humans States of matter Sound Electricity Living things	Properties of materials Space Forces Living things and their habitats Animals including humans	Animals including humans Light Evolution Living things Electricity
Handwriting	Form consistently sized lower-case letters with ascenders and descenders placed correctly on the line. Understand which letters can be used as break letters- s b g j p x y z	Continue practising the formation of all letters so that writing is legible and becoming fluent. Ascenders and descenders should be correctly spaced and formed.	Write legibly, fluently and with increasing speed. Handwriting should be appropriate handwriting for the task.	Maintain legibility in joined handwriting when writing at speed.

HJS Curriculum Skills Progression - Writing

Plan	Discuss and record ideas using a range of planning structures.	Begin to use notes when planning writing independently.	Begin to use initial ideas, drawing on reading and research where necessary.	Develop detailed initial ideas, drawing on reading and research where necessary.
	Plan by organising sections of writing around a theme.	Plan writing selecting appropriate features from different genres.	Use the correct language and structural features of the chosen genre whether that is narrative or non-narrative. Begin to show an awareness of a range of audiences and purposes.	Select the appropriate genre and use other similar writing as models for their own. Show an awareness of a range of audiences and purposes. Develop a writer's voice.
Draft	In narratives begin to use settings, characters and plot. (Scaffolded)	In narratives-create settings, characters and plot. (Independent)	In narrative- describe settings, character, plot and atmosphere.	In narrative- describe settings, character, plot and atmosphere and integrate dialogue to convey character or advance the action.
	Compose and rehearse sentences orally.	Draft and organise writing into paragraphs around a theme.	Use a wide range of devices to build cohesion within and across paragraphs.	Build cohesion within and across paragraphs.
	In non-narrative- begin to use simple organisational devices such as headings and subheadings.	In non-narrative- use simple organisational devices such as headings and subheadings.	Use organisation devices e.g. headings, bullet points, underlining.	Confidently use organisation devices e.g. headings, bullet points, underlining.
	Begin to use varied vocabulary and sentence structure. (Scaffolded)	Use varied vocabulary and sentence structure. (Independent)	Begin to select appropriate grammar and quality vocabulary.	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
				Consider how a range of authors have developed characters and settings.

HJS Curriculum Skills Progression - Writing

Evaluate and edit	Evaluate and edit by improving spelling (common words), vocabulary and punctuation errors.	Reread, evaluate and edit work for spelling, sense, vocabulary and punctuation errors.	Reread, evaluate and edit work for vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Reread, evaluate and edit for cohesion and quality throughout a text.
	Check accurate use of pronouns in sentences.	Check complex sentences include a main clause.	Check subject/verb agreement when using singular and plural and ensure the correct use of tense throughout a piece of work.	Ensure sentence structure matches the genre of writing. E.g. characterisation through speech.
	Begin to suggest improvements to other's writing.	Suggest improvements to grammar in their own and other's writing to improve consistency	Begin to assess the effectiveness of their own and other's writing	Confidently assess the effectiveness of their own and other's writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Proofread	Proofread for spelling including 'common exception words' and punctuation errors especially full stops and capital letters.	Use a dictionary or thesaurus to edit and improve spellings. Proofread for punctuation errors.	Proof read for spelling, including 'orange words' and punctuation errors especially for clause demarcation.	Confidently proofread for spelling and punctuation errors.
Read aloud	Read aloud their own writing to a group or the whole class.	Read aloud their own work to the whole class using appropriate intonation, tone and volume.	Perform their own compositions to the whole class.	Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear.
Grammar and Punctuation	Extend sentences with conjunctions.	Extend the range of sentences with more than one clause by using a wider range of conjunctions.	Use expanded noun phrases to convey information concisely and begin to use relative clauses. Use prepositional phrases.	Use relative clauses with an implied (i.e. omitted) pronoun.
	Use adjectives and begin to use adverbs and prepositions to add detail.	Use conjunctions, adverbs and prepositions to express time and cause.		
		Begin to use fronted adverbials.	Use a range of fronted adverbials.	Accurately use fronted adverbials

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Use nouns and pronouns appropriately for clarity, cohesion and to avoid repetition.	Begin to use the present perfect form of verbs in contrast to the past tense- e.g. I <u>have</u> eaten vs I ate.		Use the perfect form of verbs to mark relationships of time and cause- e.g. I have eaten, I had eaten, I have been eating, I had been eating.
		Use modal verbs or adverbs to indicate degrees of possibility.	Confidently use modal verbs or adverbs to indicate degrees of possibility. Use passive verbs to affect the presentation of information.
Discuss the differences between standard and non-standard English.	Begin to learn the differences between standard and non-standard English and begin to apply what they have learnt when writing dialogue for example- the use of contractions.	Know the differences between standard and non-standard English and begin to apply what they have learnt when writing dialogue.	Recognise vocabulary and structures that are appropriate for formal speech and writing (e.g. subjunctive)
Demarcate sentences with full stops and capital letters ! and ? (mostly correct) Use capital letters for proper nouns.	Punctuate sentences accurately with full stops, capital letters ! and ?	Punctuate sentences accurately.	Use the range of punctuation taught at ks2 mostly correctly.
Begin to use inverted commas to punctuate direct speech.	Begin to use reporting clauses and commas mostly correctly.	Punctuate direct and indirect speech accurately with developing use of commas. Begin to use new speaker/ new line with growing accuracy.	Confidently and accurately punctuate dialogue.
Indicate possession by using the possessive apostrophe. Use apostrophes for contraction.	Indicate plural possession.	Use apostrophes correctly.	

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	Use commas in a list.	Use commas after fronted adverbials (mostly correctly).	Confidently use commas after fronted adverbials and to clarify meaning or avoid ambiguity. Begin to use commas to mark boundaries between main and subordinate clauses.	Accurately use commas after fronted adverbials and to clarify meaning or avoid ambiguity. Confidently use commas to mark boundaries between main and subordinate clauses.
			Begin to use brackets, dashes or commas to indicate parenthesis. Punctuate bullet points consistently.	Use a range of parentheses. Use semicolons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list and use of semi colons with lists. Use hyphens to avoid ambiguity. E.g.- A fish-eating crocodile
National Curriculum English appendix 2				
Sentence	Conjunctions, adverbs, prepositions	Expanded noun phrases Prepositional phrases Fronted adverbials	Relative clause Adverbs to show degree of possibility. Modal verbs to show degree of possibility.	Passive Informal and formal speech structures. Subjunctive forms
Text	Introduce paragraphs Headings and sub headings Present perfect for of verbs	Use paragraphs to organise ideas around a theme. Appropriate use of pronoun or noun to aid cohesion.	Devices to build cohesion. Adverbials of time, place or number to link ideas across paragraphs.	Cohesive devices- repetition of word, use of adverbials, grammatical connections and ellipses.

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Punctuation	Introduce how to punctuate direct speech.	Inverted commas to indicate direct speech. Apostrophes for plural possession. Commas after fronted adverbials.	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning.	Semi colon, colon and dash to mark the boundary between independent clauses. Colons to introduce a list. Semi colons within a list. Punctuation of bullet points. Hyphens
Terminology	Preposition Conjunction Word family Prefix Clause, Subordinate clause Direct speech Consonant, vowel Inverted commas	Determiner Pronoun, possessive pronoun adverbial	Modal verb Relative pronoun Relative clause Parenthesis, Bracket, dash Cohesion ambiguity	Subject, object Active, passive Synonym, antonym Ellipses, hyphen, colon, semi colon, bullet points

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Genre	Year 3	Year 4	Year 5	Year 6
Instructions	Instructions		Instructions	
Persuasion	Advert	Persuasive writing	Persuasive letter	Persuasive formal letter
Explanation		Explanation		Explanation
Recount/ diary	Recount		Diary entry	Diary entry
Report/ non chronological report/ fact file	Information text	Fact file Newspaper report	Non-chronological report Leaflet	Report Newspaper article Informative leaflet
Biography/ autobiography	Biography		Autobiography	Blog
Letter	Letter	Formal letter	Formal letter Vikings	Informal letter
Poetry	Rhyming couplets Shape poems	Haiku Cinquains	Free verse Narrative ballad	Shakespeare
Myths, legends and fables	Legends	Greek Myth	Legend/ Epic poem	
Adventure	Adventure story			Adventure story
Science fiction/ fantasy	Science fiction writing	Fantasy writing		
Historical		Descriptive battle		Historical narrative
Play scripts/ Shakespeare	Playscript		TV report	Playscript