

English Intent: To inspire and create the very best communicators, readers, writers and thinkers.

Writing Progression Ladder.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology	Book Page Story Beginning Middle End Rhyme Poem/poetry Character Word Finger space Sound Phonics Phoneme Grapheme Diagraph Trigraph Blend/blending.	Letter Capital letter Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark Joining word Punctuation mark	Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjective Adverb Verb Tense (past, present) Apostrophe Comma Introduction Build up Problem Resolution Homophone/Homonym Vocabulary Syllable Alliteration Simile Joining word/Conjunction (interchangeably)	Preposition Conjunction (in preference to 'joining word') Word family Prefix Clause Subordinate clause Direct speech Consonant Vowel Inverted commas (or 'speech marks') Paragraph Dialogue Heading Sub-heading Preposition phrase	Determiner Pronoun Possessive pronoun Adverbial Metaphor Imperative 1st/2nd/3rd person Common/Proper/Collective noun Onomatopoeia Rhetorical question Word class	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Formal/Informal Hyperbole Literal/figurative Modifiers Abstract/Concrete noun Verb form Fact Opinion	Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points Fluent/Fluency Personification Cohesion Stressed and unstressed syllables Subjunctive mood Superlative Past progressive verb form Perfect verb form Progressive verb form Subordinating conjunction Coordinating conjunction.

Punctuation	Finger spaces.	<p>Capital letters for names and for the personal pronoun I</p> <p>Capital letters at the beginning of sentences</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Consistent separation of words with spaces (finger spaces)</p>	<p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	Inverted commas for direct speech	<p>Inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Commas after fronted adverbials</p>	<p>Inverted commas and other punctuation to indicate direct speech [for example, use of a lower case letter after a question or exclamation, where the speaker is identified after the dialogue, e.g. "Stop!" screeched Mum.]</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Commas to clarify meaning or avoid ambiguity.</p> <p>Colons to introduce speech in play scripts.</p> <p>Other punctuation conventions of play scripts, such as lack of inverted commas for speech and brackets/italics for stage directions.</p>	<p>Inverted commas and other punctuation to indicate direct speech</p> <p>A semi-colon, colon or dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>A colon to introduce a list and use of semi-colons within lists</p> <p>Conventions for punctuating bullet points to list information</p> <p>Hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <p>Ellipsis</p> <p>A full stop for abbreviation</p>
-------------	----------------	---	---	-----------------------------------	---	--	--

Handwriting	<p>Begin to break the flow of speech into words and demonstrate this with finger spacing in their writing. Give meaning to the marks they make as they draw, write or paint</p>	<p>Use appropriate finger spacing in their writing Position their writing appropriately on the page (i.e. writing sits on the line) Always write from left to right and from top to bottom Sit correctly at a table, holding a pencil comfortably and correctly Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>	<p>Use spacing between words that reflects the size of the letters Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined NB: As soon as pupils are able to form letters securely, with the correct orientation, they should be taught to write with a joined style</p>	<p>Consistently use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Use joined handwriting throughout the majority of their independent writing</p>	<p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] Use joined handwriting (where appropriate) throughout their independent writing, in all subjects, not just English</p>	<p>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. Begin to write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility. Begin to independently choose the writing implement best suited to the task</p>	<p>Develop an increasingly personal style. Consistently write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility. Use an unjoined style when appropriate (e.g. for writing an email address or for labelling a diagram). Always choose the writing implement best suited to the task.</p>
Conjunctions	<p>Once upon a time Then So And But Next In the end.</p>	<p>Now Soon First After that One day/night Suddenly On Tuesday/Sunday etc.</p>	<p>As Or If Because Until When That</p>	<p>Although After Before Unless However Without warning Therefore Whenever While</p>	<p>Meanwhile Finally In conclusion In addition/Additionally</p>	<p>Except Despite In comparison to Instead of</p>	<p>If necessary According to Consequently Nevertheless Whereas</p>

<p>Text Construction At sentence Level.</p>	<p>Use conjunctions to help their oral structuring of stories Attempt to write short sentences in meaningful contexts Write their own name and other simple things such as labels or captions.</p>	<p>Join words and clauses using the conjunction 'and', as well as other conjunctions appropriate to Year 1 (See Conjunctions section). Compose sentences orally and write them down, recognising sentence boundaries in spoken sentences. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, in order to begin to develop stamina for writing. Begin to use some of the distinctive features of Standard English in their writing (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: yeah might be replaced with yes). Begin to use imperative sentences in instructions (e.g. Get a spoon and a bowl.)</p>	<p>Use appropriate subordinating and co-ordinating conjunctions. Use sentences with different forms and recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far, to help develop stamina for writing. Use some features of written Standard English (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: I dunno might be replaced with I don't know). Draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences (e.g. newly learnt subject-specific terminology from classwork, descriptive language used by classmates. See Notes on Text Construction, section 2). Use expanded noun phrases to describe and</p>	<p>Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions Use a range of sentence structures and forms appropriately (simple, compound and some complex structures, as well as statements, questions, exclamations and commands). Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far, to help develop stamina for writing. Use the features of written Standard English more consistently (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: I dunno might be replaced with I don't know). Expand their range of vocabulary, to include words and phrases in their writing which are appropriate to their spelling ability (e.g. newly learnt subject-specific terminology</p>	<p>Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions (See Conjunctions section) and by experimenting with their placement of these conjunctions within sentences. Use an increasing range of sentence structures for effect (e.g. a series of short sentences to increase pace and longer sentences, including simple, compound and complex structures, for description). Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far, to help develop stamina and speed for longer writing. Use the features of written Standard English more consistently Expand their range of vocabulary, to include words and phrases in their writing which are appropriate to their spelling ability and/or can be checked by using the first two or three letters to look it up in the dictionary (e.g. newly learnt subject-specific terminology from classwork, descriptive language used by classmates. See Notes on Text Construction, section 2). Use expanded noun phrases more consistently and confidently, including modifying adjectives, nouns and preposition phrases (e.g. the bright blue, beautiful</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. Always use the features of written Standard English Begin to be more selective with vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning. Begin to use expanded noun phrases to convey complicated information. Construct a variety of effective similes and metaphors. Further increase their range of adverbials, including fronted adverbials and recognize and begin to use modal verbs and adverbs to indicate degrees of possibility. Use a pattern of three for description and begin to expand each part into a full phrase to make it effective. Consistently use appropriate nouns or pronouns for clarity and cohesion and to avoid repetition.</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Always use the features of written Standard English Select appropriate vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning. Use expanded noun phrases to convey complicated information concisely. Construct a variety of effective similes and metaphors. Further increase their range of adverbials, including fronted adverbials and use modal verbs or adverbs to indicate degrees of possibility. Use a pattern of three for description and effectively expand each part into a full phrase or use rhetorical devices to make it effective. Consistently and effectively use appropriate nouns or pronouns for clarity and cohesion and to avoid repetition.</p>
---	--	--	--	--	---	--	---

			<p>specify [for example, the blue butterfly].</p> <p>Construct similes using 'like' (e.g. He's very grumpy like a bear).</p> <p>Incorporate some simple time adverbials into their compositions</p> <p>Use a pattern of three for description (e.g. He was old, bald and smiley).</p>	<p>from classwork, descriptive language used by classmates. See Notes on Text Construction, section 2.</p> <p>Use expanded noun phrases more consistently, incorporating modifying adjectives and nouns (e.g. the beautiful, blue butterfly with the fluttery wings).</p> <p>Construct similes using 'like' or 'as' (e.g. He's as grumpy as a bear, She ran like the wind).</p> <p>Experiment with a greater range of simple adverbials, including some fronted adverbials (e.g. Suddenly, she stopped or He was fine yesterday).</p> <p>Use a pattern of three for description and expand as appropriate (e.g. He was very old, totally bald and really smiley).</p> <p>Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>butterfly with the fluttering wings on its back).</p> <p>Construct a variety of similes using 'like' or 'as' (e.g. He's as grumpy as a grizzly bear, She raced like the wind).</p> <p>Increase their range of adverbials and ensure they are positioning these throughout the sentence, including using fronted adverbials.</p> <p>Use a pattern of three for description and expand effectively.</p> <p>Show consistency in their decisions as to whether to use nouns or pronouns for clarity and cohesion and to avoid repetition.</p> <p>Begin to be more specific with their word choices.</p> <p>Begin to use rhetorical questions.</p>	<p>Be more specific with their word choices.</p> <p>Confidently use rhetorical questions.</p> <p>Recognise and use first, second and third person.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing.</p> <p>Recognise passive verbs and begin to use them in formal speech and writing.</p> <p>Recognise the perfect form of verbs and begin to use them, with support, to mark relationships of time and cause.</p>	<p>Be more specific with their word choices to create the desired effect.</p> <p>Confidently use rhetorical questions to good effect.</p> <p>Correctly use first, second and third person.</p> <p>Recognise and begin to independently choose vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p>
--	--	--	---	--	--	---	--

<p>Text Construction At Text Level.</p>	<p>Orally retell a story, showing understanding of story structure (beginning, middle and end). Orally invent (at least part of) a story, attempting to follow the same basic story structure they have experienced through being read to and their first attempts at reading.</p>	<p>Begin to write about more than one idea. Begin to use simple sentences to record their orally invented stories, supported by simple conjunction prompts. Begin to group related ideas.</p>	<p>Begin to write about more than one idea, using simple sequencing. Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). Develop positive attitudes towards and stamina for writing by: writing about real events. Use the present and past tenses correctly and consistently, including the progressive form. Group related ideas.</p>	<p>In non-narrative material, use simple organisational devices [for example, paragraph headings]. In narratives, create basic characters, settings and plot, based on their reading, using some simple description and conjunctions appropriate to Year 3 including beginning to use some dialogue. Write for a range of real purposes and audiences, as part of their work across the curriculum, and make some decisions, based on these, about the form the writing should take. Sometimes use the present perfect form of verbs in contrast to the past tense. Begin to use paragraphs and understand that they should be organised around a theme. Recognise that writing often has a 'hook' to draw the reader in.</p>	<p>In non-narrative material, use simple organisational devices [for example, headings, subheadings or basic paragraph summaries]. In narratives, create characters, settings and plot, often based on their reading, using some dialogue and with description of each of these demonstrating an appropriate and effective range of vocabulary and conjunctions. Write for an increasing range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take. Confidently use the present perfect form of verbs in contrast to the past tense. Organise paragraphs around a theme. Begin to use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description).</p>	<p>Use further organisational devices and some presentational devices to structure texts and begin to guide the reader [for example, headings, underlining]. In narratives, describe settings and character, using dialogue to convey character and advance the action. Write for a wide range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take. Use tenses accurately and consistently. Begin to expand their range of organisational devices to build cohesion within and across paragraphs [for example, using appropriate conjunctions (See Conjunctions section) within a paragraph and linking ideas across paragraphs using adverbials e.g. On the other hand; In contrast). Confidently use a 'hook' to draw the reader in to writing</p>	<p>Use further organisational and presentational devices to structure texts and to guide the reader [for example, headings, bullet points, underlining]. In narratives, describe settings, character and atmosphere and integrate dialogue to convey character and advance the action. Write for an increasingly wide range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take. Use a range of tenses accurately and consistently. Use a wide range of devices to build cohesion within and across paragraphs. Confidently and effectively use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description).</p>
---	--	---	---	---	--	---	--

						(i.e. using dialogue, action or vivid description).	
Planning	<p>Say out loud the words and/or short sentences they are intending to write. Segment the sounds in simple words and blend them together in order to make phonetically plausible attempts at writing them.</p> <p>Recognise the features of some forms of writing, e.g. stories and poems.</p>	<p>Say out loud what they are going to write about in advance.</p> <p>Orally compose sentences and/or whole texts.</p> <p>Recognise the features of different forms of writing,</p>	<p>Consider what they are going to write before beginning, either by oral rehearsal, a simple written plan or a combination of the two. Use drama and role play to develop and order their ideas through playing roles and improvising scenes in various settings.</p> <p>Recognise and consider the features of several different forms of writing,</p> <p>Use writing journals as a planning tool and memory aid</p> <p>Include new vocabulary and/or key words in their plan, perhaps drawn from their own reading or class reading of model texts.</p>	<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and a range of sentence structures.</p> <p>Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence structure, vocabulary and ideas.</p> <p>Use writing journals as a planning tool and memory aid.</p> <p>Plan vocabulary with which to create settings, characters and plot in narrative writing.</p> <p>Plan to use paragraphs, by grouping relevant information.</p> <p>Begin to consider the intended effect of their writing on the reader.</p> <p>With support, identify the viewpoint from which they will be writing.</p>	<p>Compose and rehearse sentences orally (including dialogue), progressively building a rich and more varied vocabulary and an increasing range of sentence structures.</p> <p>Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence, paragraph and whole-text structure, vocabulary, and ideas (See Notes on Planning, Evaluating and Editing, section 3).</p> <p>Use writing journals as a planning tool and memory aid (See Notes on Planning, Evaluating and Editing, section 1).</p> <p>Plan vocabulary with which to create appropriate and interesting settings, characters and plot.</p> <p>Plan to use paragraphs, by grouping relevant information, showing an increasing level of confidence and accuracy in their placement of paragraph breaks.</p> <p>Consider the intended effect of their writing on the reader and adjust their planning in order to accomplish this.</p>	<p>Plan their writing by discussing and recording ideas, including using role play to sequence their ideas and deepen their understanding.</p> <p>Consider how writers have developed ideas in similar writing, using this writing as models for their own (See Notes on Planning, Evaluating and Editing).</p> <p>Use writing journals as a planning tool and memory aid (See Notes on Planning, Evaluating and Editing, section 1).</p> <p>In narratives, plan to convey character and advance the action through dialogue and description of settings or characters.</p> <p>Use appropriate organisational devices, such as headings or sub-headings.</p> <p>Plan their writing by identifying the audience for and purpose of the writing.</p> <p>Clearly identify the viewpoint from which they will be writing</p>	<p>Consistently plan to use appropriate levels of formality across all writing.</p> <p>Précis longer passages.</p>

					Clearly identify the viewpoint from which they will be writing.	and carefully maintain this across the whole text. Note and develop initial ideas, based on model texts and/or classwork. Use some deliberate vocabulary and grammar choices to enhance the mood and support the meaning of their writing. Plan to use appropriate levels of formality.	
Evaluating	Discuss words and/or short sentences they have written with the teacher. Use appropriate grammatical terminology in discussing writing (See Terminology). Read aloud what they have written.	Discuss own writing with the teacher and understand that they can read back words that they have spelt to check their own understanding and practise discussing their ideas. Use appropriate grammatical terminology in discussing writing (See Terminology). Read own writing aloud, clearly enough	Evaluate their own writing with the teacher and/or other pupils. Use appropriate grammatical terminology in discussing writing (See Terminology). Read aloud what they have written, to the teacher or a small group, with appropriate intonation to make the meaning clear.	Assess and discuss the effectiveness of their own writing and suggest improvements and begin to monitor their own writing for sense in the same way that they monitor their reading. Use appropriate grammatical terminology in discussing writing (See Terminology).	Assess and discuss the effectiveness of their own and others' writing and suggest improvements to plot, vocabulary and/or grammar and monitor their own writing for sense and effectiveness in the same way that they monitor their reading. Use appropriate grammatical terminology in discussing writing (See Terminology). Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and	Assess the effectiveness of their own and others' writing, discussing the shades of meaning created by their vocabulary and grammar choices. Use appropriate grammatical terminology in discussing writing (See Terminology). Perform their own compositions, using appropriate intonation, volume	Assess the effectiveness of their own and others' writing, using appropriate grammatical terminology to specifically state what could be improved upon, where appropriate, and discussing the shades of meaning created by their vocabulary and grammar choices.

		to be heard by peers and the teacher.		Read aloud their own writing, to a group or the whole class, using appropriate intonation so that the meaning is clear	volume so that the meaning is clear.	and movements so that meaning is clear.	Perform their own compositions, using appropriate intonation, volume and movements so that shades of meaning are clear.
Editing	Re-read what they have written to share it with the teacher and/or their peers. Upon re-reading and discussing, understand that they can 'have another go' at writing a word or composing a sentence.	Re-read what they have written to check that it makes sense. Upon re-reading and discussing, understand that they can 'have another go' at writing a word or composing a sentence, based on their developing understanding of phonics.	Re-read to check that their writing makes sense and proof-read to check for errors in spelling, grammar and punctuation [for example, end of sentences punctuated correctly Upon re-reading, check that verbs to indicate time are used correctly, including verbs in the continuous form and make other simple additions, revisions and corrections to writing.	Proof-read their writing for spelling and punctuation errors, appropriate to the level expected for their age group Implement changes to grammar and vocabulary to improve consistency.	Proof-read their own and others' writing for spelling and punctuation errors, appropriate to the level expected for their age group. Implement changes to grammar and vocabulary to improve consistency and effectiveness, including the accurate use of pronouns in sentences.	Proofread their own and others' work for spelling and punctuation errors to a high degree of accuracy. Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects. Ensure the correct use of tense throughout a piece of writing.	Proofread their own and others' work for spelling, grammar and punctuation errors to a high degree of accuracy. Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects, giving reasoned explanations for their decisions. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.