St. Mary of the Angels Catholic Primary School

A community of faith and learning following Jesus in all we think, do and say

St. Mary of the Angels Catholic Primary School Progression Map

Subject: Writing

Intent: We aim to develop pupils' abilities through an integrated programme of Speaking & Listening, Reading & Writing. During their time at St. Mary of the Angels, pupils will be given opportunities to interrelate the requirements of literacy through a broad and balanced approach to the teaching of literacy across the curriculum, with opportunities to consolidate, practise and apply taught literacy skills. Our Writing curriculum will allow children to develop and thrive with the transcription and composition elements of writing. Children will write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. Children will find writing engaging through the use of high-quality real texts linked to their creative curriculum topics. We strive to create lifelong storytellers who possess the relevant skills and knowledge to take forward throughout their lives.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Genres	Letters Instructions Postcards Story writing Instructions Fact files	Story writing/retelling stories Letters Invitations Descriptive writing (settings) Labelling Rhyming Instructions Recount Character/setting description Information texts/fact writing Persuasive writing Poetry	Descriptive writing Performance Poetry Letters Traditional stories Story writing (Narrative/fantasy/ Adventure) Stories from other cultures Poetry Non-fiction writing Non-Chronological reports Instructions Recount	Setting description Fairy tales Letter writing Newspaper report Non-Chronological reports Myths & Legends Poetry Persuasive writing Recount/Diary Adventure story Explanation text Instructions	Story writing (Fantasy/Adventure narrative) Persuasive Leaflet Letters Instructions Chronological report Recount Explanation text Non-Chronological report Poetry Newspaper report	Postcard Diary entry Persuasive leaflet Persuasive speech Chronological reports Narrative Poetry (figurative language) Newspaper reports Biography Non-Chronological report Balanced Argument Instructions Explanation text	Diary Entry Biography Narrative Non-Chronological reports Formal/informal letter Newspaper article Persuasive writing Persuasive speech Recount

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Composition (Identify Audience & Purpose for Writing)		Story Structure Invitation layout List Non-fiction writing :; Titles, Subheadings, captions, labels Chronological instructions Varied story openings Sentence Structure Subheadings Captions Titles Speech Phoneme/Grapheme correspondence	Sentence types Informal Letter structures Fairy tales with the use of story language & sequencing. Poetry forms and structures Story writing with clear cohesion Instructional features/ Structures. Story writing, with clear setting descriptions Narrative structures- cohesion- linking the end to the beginning. Use of subordination and adverbials.	Comparing stories Story structure Setting description Formal and informal writing Planning & Editing Organisation and language features Use of headings Begin to group ideas in Paragraphs Writing to inform Cohesion Story structure Planning & Editing Paragraphs Describing settings and characters Organisational features Sentence structure Poem structures Planning Editing Use of verses Persuasive language	Creating settings, characters and plot Organising paragraphs (Cohesion) Proof-read for errors Using precise vocabulary for clarify. Adverbs for detail Use of technical vocabulary for effect Add conclusions/ closing summary to summarise information in Instructions Story writing to entertain. Chronological report to inform: Technical vocabulary/ Third person/ Impersonal style/ Formal language/ Assessing the effectiveness of their own and others' writing/ suggesting improvements Organising information Sequencing events Concluding and summarising information Descriptive language to highlight key points Writing a general opening statement	Write for a range of purposes & audiences Cohesion across paragraphs Using organisational devices to structure text. Creating atmosphere Use what they have read as a model Use and spell words correctly from ¾ and 5/6 list Draft and publish, Evaluate, editing,Proofread & Publish Personification Similes and metaphors Creating atmosphere – vocabulary for effect Integrate dialogue Headings and subheadings Reported and direct speech	Select appropriate vocab & grammar – and how they enhance meaning Propose changes to vocab and grammar Use organisational devices to structure text Proofread for spelling and punctuation errors, Draft and redraft Select appropriate vocabulary & grammar to enhance meaning (precision, clarify and effect) Using dialogue to advance action. Use a wide range of devices to build cohesion across paragraphs. Assess the effectiveness of their own and others' writing. Develop characters and settings.

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	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SPAG (Spelling, Punctuation & Grammar)	Writing initial sounds Tricky words Initial sounds Final sounds All the sounds they can hear Capital letters Full stops Finger spaces Question mark Key features of a narrative Begin to use simple Sentence Structure	Capital Letters Adjectives Full Stops Conjunctions Rhyming Imperative Verb Ordinal Language Pronouns Adverbs First person Dialogue Plurals Verbs Exclamation Marks Question marks Inverted commas Chronological Ordering Prefix & Suffixes Commas for lists	Noun phrases extending punctuation Rhyme alliteration Sequencing Sentence formation- extending sentences. Past tense verbs onomatopoeia Use of paragraphs imperative verbs, Adverbs features of instructions. Adjectives Time connectives Formal language Use of technical vocabulary Cause and effect conjunctions Use of precise vocabulary to enhance meaning	Expanded noun phrases Adverbials Speech and dialogue Past tense An / A used correctly Commas in lists Formal language Present Perfect tense Inverted commas Paragraphs Conjunctions Figurative language Imperative verbs Rhetorical questions Adjectives Informal language Subordinate clauses Subordinating conjunctions Relative clauses Commas for clauses Bullet points	Inverted commas Fronted Adverbials Varied sentence types Conjunctions Expanded noun phrases Subordinating conjunctions Word classes Past/present/ perfect tense Formal language Technical vocabulary Vocabulary chosen for precision and clarity/effect Commas for lists Bullet points Paragraphs (cohesion) Emotive language Figurative language Range of punctuation Relative clauses Commas for clauses Use of clausal connectives...e.g. so, because of this.. Third person Impersonal style Use a wider range of conjunctions, including when, if, because, although Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect) Conjunctions, adverbs and prepositions to express time and cause Indicate possession by using the possessive apostrophe with plural nouns Propose changes to grammar and vocabulary to improve consistency/for effect	Informal language Expanded noun phrases Subordinate conjunctions & clauses Embedded & Relative clauses Imperative verbs Adverbials paragraphing Commas for lists Dialogue and correct punctuation Direct and reported speech Passive voice Technical vocabulary Headings and subheading Descriptive language Past tense Vary sentence structure length Rhetorical questions Emotive Adverbials Brackets and dashes Coordinating and subordinating conjunctions Present perfect Commas, Brackets, dashes Time conjunctions technical vocabulary Inverted commas Passive voice Modal verbs 1st and 3rd person perspectives Rhyme, rhythm , alliteration, Personification (poetry) Bullet pointes Draft and redraft Propose changes to vocabulary and grammar	Inverted commas Modal verbs Expanded noun phrases Commas to clarify meaning. Parenthesis () – , Relative Clauses Dash – adding atmosphere Standard English Inverted commas Commas to clarify meaning Adverbial phrases Speech- reported and direct Passive voice Coordinating and subordinating conjunctions Hyphens Colons / Semi-colons Paragraphs Verb tenses Grammatical terminology Persuasive language Variety of sentence openers and types Adverbial phrases Formal and informal writing Active / passive verbs Select appropriate vocabulary & grammar and how they enhance meaning Using dialogue to advance action. Proofread for spelling and punctuation errors. Propose changes to vocabulary and grammar

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Impact (End Points)						
EYFS	**Key Stage 1**		**Key Stage 2**			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Children in Year 1 will be able to use their phase 3, 4 and 5 sounds to write most words that are spelt correctly. They will write simple and compound sentences. They will be able to spell most Yr1 common exception words correctly. They will regularly use capital letters, full stops and finger spaces and sometimes use exclamation marks or question marks when appropriate. The children handwriting will show correct formation starting and endings in the correct places.	Children in Year 2 will be able to use their phonic knowledge to spell polysyllabic words correctly. They will spell most of the Common Exception words for year 2 correctly in their work. They will know how to add the suffix –ed and –ing onto verbs. They will use commas, full stops, capital letters, exclamation marks, question marks and apostrophes for possession and contraction. They will be able to write coherently in the past tense. They will be able to write sequenced piece of narrative writing. They will start to extend their sentences with: and, so, if, but, because and when	Children in Year 3 will be able to plan, write and edit a range of stories and non-fiction text types using: extending the range of sentences with more than one clause by using a wider range of conjunctions, using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech.	Children in Year 4 will be confident in discussing and recording their ideas when planning. Increase confidence seen in narrative and non-narrative writing through creating settings, characters and plot Organising sections of writing with paragraphs, varied vocabulary being used for specific purpose, dialogue punctuated correctly and using specific words to express time and cause. Children will have the skills to join more letters correctly. Children will be able to use a dictionary to help check spelling mistakes.	A pupil in Year 5 will be able to write for a range of audiences and purposes, choosing appropriate styles, language and effects to suit the purpose. They will be able to plan, produce and edit their work independently to produce work they are proud of. They will be aware of the grammar and punctuation terms appropriate for their age and able to show them in a variety of contexts. They will be able to use a dictionary and thesaurus to further improve their writing by making appropriate word choices.	By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are.