Much Birch Writing Progression

The curriculum states that children should **'write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.'** Engaging children in writing is fundamental in achieving this, as is creating a curriculum with a wide variety of meaningful and engaging writing opportunities that allow children to apply and refine their skills and to develop their understanding of composition, audience and purpose.

For each year group, the skills ladder on the **left** shows the grammatical skills children should have **by the end of the year**. These have been broadly put into a progression, although teachers will adapt this as appropriate to suit the needs of their class. **Guidance** about **composition** is on the right. It's important to note that at all times, opportunities to develop composition should be in relation to the grammatical expectations of the year group. For example, when describing characters this may be achieved through the use of 'and' in Year 1; noun phrases in Year 2; adverbs and prepositions in Year 3; fronted adverbials in Year 4; relative clauses in Year 5 and through passive voice in Year 6.

Revising, proof-reading and editing now has heightened importance in the National Curriculum. Time needs to be devoted to modelling these skills and to allowing children to engage with these processes effectively in relation to the expectations for their year group. If children have not grasped the highlighted objectives from their previous year, re-teaching or intervention may be needed.

We do not follow a particular writing scheme at Much Birch but use high quality inspiration for writing through mediums such as: Pie Corbett's Talk for Writing, model texts from Grammarsaurus, The Literacy Shed animations / planning and other resources.

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Year 1

On entry to Year 1 children should be expected to:	• read their own writing • form lower and upper case letters correctly • write captions, labels and simple sentences • confidently spell using phase 4 graphemes and phonemes	• use story language in oral re-telling • show some awareness in their writing of full stops and capital letters • use finger spaces

Skills Ladder	
1. Regularly orally rehearse sentences before writing	
2. Use the names of people, places and things	
3. Demarcate most sentences using a full stop	
4. Demarcate most sentences using a capital letter	
5. Join words using 'and' e.g. to list in a sentence	
6. Use 'and' to join simple sentences e.g. I went to the park and I played on the slide.	
7. Begin to use 'because' to join ideas	
8. Identify proper nouns	
9. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	
10. Write sequences of linked sentences	
11. Generally use the present and past tense accurately	
12. Begin to demarcate sentences using question mark	
13. Begin to use some features of standard English e.g. sentences make sense, no omissions, correct tense	
14. Sequence sentences to form short texts e.g. short stories from retelling, simple non-fiction texts	
15. Add –er, -est, -ing, -ed where there's no change in the spelling of the root word	
16. Begin to demarcate sentences using exclamation mark	
17. Proof-read and edit their writing **in relation to the Y1 grammar and spelling expectations**	

Composition

- Plan by talking about ideas
- Create simple story maps
- Use simple narrative language features such as story language *e.g. once upon a time/one day/happily ever after; power of three e.g. he walked and he walked and he walked*
- Write stories with characters based on class reading and role play
- Write stories based on familiar settings *e.g. from real life and traditional stories*
- Use simple language features of non-fiction *e.g. the first person in recounts; accurate nouns and verbs*
- Use simple organisational features in fiction *e.g. beginning, middle and end*
- Use simple organisational features in non-fiction *e.g. captions; instructions in the right order*
- Write for simple audiences and purposes based on real life experiences *e.g. thank you letters, instructions, recounts, reports, stories*
- Re-read writing to check it makes sense and make simple changes as necessary *e.g. spotting omissions*

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Year 2

On entry to Year 2 children should be expected to:	• spell the Year 1 common exception words • accurately read and write using the Year 1 phonemes • add –er, -est, -ing, -ed where there's no change in the spelling of the root word	• form lower case letters, capital letters and digits 0 – 9 correctly and understand which letters belong to which family • leave spaces between words accurately • proof read and edit their writing using word banks, displays, guided work and response to marking

Skills Ladder
1. Orally rehearse sentences before writing
2. Use full stops and capital letters consistently
3. Use sentences with different forms: statements
4. Use simple *expanded* noun phrases to describe and specify
5. Use commas to list e.g. The dragon was big, scary and dangerous.
6. Use co-ordination (and/but/or/yet/so) e.g. It was cold but we still had to go outside.
7. Use sentences with different forms: questions Use question marks accurately
8. Use exclamation marks as an indication to the reader e.g. The dragon was huge!
9. Use a variety of simple pronouns e.g. her, she, the girl, Lucy
10. Use the progressive form of verbs e.g. I was running/They are playing
11. Use sentences with all different forms: commands
12. Use sentences with different forms: exclamations e.g. What an amazing day it was!
13. Use subordination (when/if/that/because) to add extra information
14. Use the present and past tenses correctly and consistently
15. Use apostrophes for contractions e.g. don't, can't, won't, didn't
16. Use apostrophes for singular possession
17. Use a variety of simple, compound and complex sentences (co-ordinating and subordinating conjunctions)
18. Maintain stamina in longer pieces of writing (e.g. through a story with a clear beginning, middle and end)
19. Use some features of standard written English e.g. persuasive phrases such as would you like to…Have you ever wondered why..? and story language

Composition
• Write for a range of purposes and audiences e.g. stories, diaries, letters, instructions, reports, recounts, persuasive posters and letters and real events • Record ideas e.g. through story maps, flow charts • Create simple, cohesive plots in narratives with an opening, build up, dilemma, resolution/ end based on class reading and stories with repetitive structures e.g. Emily Brown & the Thing, fairy tales • Create simple characters in narratives e.g. heroes and villains, 2-3 main characters, describe appearance, feelings and simple character traits • Create simple settings in narratives e.g. the woods, under the sea, space • Use the main language features of narrative e.g. story language, powerful verbs, past tense, third person, alliteration, power of 3 e.g. He wore old shoes, a dark cloak and had a scruffy beard. • Recurring language e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide • Write simple poetry e.g. list and rhyming poems • Use the main language features of non-fiction e.g. imperative verbs for instructions; adverbs such as firstly, next, then; third person for reports • Use the main organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for posters; numbered instructions; information in sections • Evaluate their writing through discussion and make improvements to clarify the meaning and sense e.g. accurate verb/tense and subject/verb agreement Proof-read and edit their writing **in relation to the Y2 grammar and spelling expectations**

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Year 3

On entry to Year 3 children should be expected to:	• spell the Year 2 common exception words • spell words containing the year 2 phonemes • add –er, -est, -ed, -ing, -es to words applying the appropriate spelling rules	• demarcate sentences accurately • form letters of the correct size, use horizontal and diagonal joins as appropriate

Skills Ladder
1. Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contractions and singular possession
2. Use *a* or *an* correctly
3. Use noun phrases appropriate in a range of text types to clarify and add detail
4. Use a range of coordinating connectives accurately and effectively (Y2)
5. Use different sentence forms: statements/questions/commands/exclamations (Y2)
6. Demarcate direct speech with inverted commas (speech marks)
7. Use nouns and pronouns to aid cohesion within sentences
8. Use a range of adverbs, conjunctions and prepositions for **time** e.g. later, next, soon, while, suddenly, now
9. Use a range of adverbs, conjunctions and prepositions for **place** e.g. down, inside , out, across, through, next to,
10. Use a range of adverbs, conjunctions and prepositions for **cause** e.g. as, because of, that, because, as
11. Use the present perfect form of verbs
12. Use a range of coordinating and subordinating connectives accurately e.g. but, so, yet, although, while, as, because to form a variety of compound & complex sentences
13. Use simple and progressive tenses consistently and accurately (Y2)
14. Use the present perfect form of verbs
15. Use paragraphs to group related ideas
16. Use nouns and pronouns to aid cohesion within paragraphs
17. Word families showing how words are related in form and meaning e.g. solve, solution, solver, dissolve
18. Form nouns using a range of prefixes (link to spelling programme)
19. Consistently use features of standard English and explore when non-standard English could be used.

- Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames
- Compose and rehearse sentences orally, including dialogue before writing
- Write for a range of purposes and audiences narratives, newspaper & chronological reports, diaries, letters, recounts of trips/experiences, persuasive leaflets, instructions
- Create and describe plots in narratives with a clear opening, build up, dilemma, resolution, ending
- Create and describe settings linked to different genres (e.g. historical, sci-fi, fantasy, humorous) and describe characters' reactions to the setting
- Develop a wider range of 'stock' characters (e.g. the geeky boy; the strict librarian; the mad scientist; the faithful sidekick; the lonely, old man)
- Describe characters in narratives through show not tell; describing characters through their actions; use of dialogue
- Write simple poetry e.g. list poems, shape poems, kennings, free verse
- Consistently use the language features of narrative e.g. use of speech; power of 3 e.g. She leapt over the gate, across the field and into the barn.
- Use figurative language e.g. similes, alliteration
- Consistently use the language features of non-fiction e.g. technical language, precise nouns and pronouns (oak tree instead of tree, sparrow instead of bird)
- Use a range of organisational features in fiction and non-fiction e.g. headings and sub headings; columns; logical sequencing
- Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary
- Proof-read and edit their writing **in relation to the Y3 grammar and spelling expectations**

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Year 4

On entry to Year 4 children should be expected to:	• spell words from the Year 3/4 word list accurately where used • spell words using the Y3/4 prefixes, suffixes and rules • use simple paragraphs	• consistently use a range of coordinating and subordinating conjunctions • use all Year 3 punctuation consistently and accurately • use simple, progressive and perfect forms of verbs and a range of adverbs

Skills Ladder
1. Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes
2. Use possessive pronouns e.g. her, theirs, ours
3. Use noun phrases expanded using modifying adjectives
4. Use noun phrases expanded using modifying nouns
5. Use noun phrases expanded using prepositional phrases
6. Use a range of coordinating connectives accurately FANBOYS. For, and, nor, but, or, yet, so
7. Use fronted adverbials for, manner and place (see Y3 sheet for examples)
8. Use commas after fronted adverbials
9. Use nouns and pronouns to aid cohesion <u>across paragraphs</u> e.g. the boy…he…the brave lad, Tom…
10. Use inverted commas **and** <u>other punctuation</u> accurately to indicate direct speech e.g. using supporting commas/./!/? inside the speech
11. Use a wider range of connectives to extend the range of complex sentences e.g. although, however, whilst, as, even though
12. Use an appropriate variety of simple, compound and complex sentences
13. Use paragraphs to organise ideas around a theme across the text
14. Use past and present tense accurately throughout a piece of writing e.g. consistent verb tense agreement, use of simple, progressive and perfect forms
15. The grammatical difference between plural and possessive –s. Use apostrophes to indicate plural possession
16. Control the use of standard and non-standard English

Composition
• Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames
• Compose and rehearse more complex sentences orally before writing, including dialogue
• Write for an increasing range of purposes and audiences e.g. narratives, newspaper & chronological reports, diaries, letters, recounts of trips/experiences, persuasive letters and advertising, instructions
• Create and describe plots in narratives with a clear opening, build up, dilemma, resolution, ending; describing the cause and effect of events, linking the end to the opening
• Create and describe settings linked to different genres e.g. historical, sci-fi, fantasy, humorous and describe characters' reactions to the setting
• Develop a wider range of 'stock' characters e.g. the geeky boy; the strict librarian; the mad scientist; the faithful sidekick; the lonely, old man
• Describe characters in narratives through show not tell; describing characters through their actions; use of dialogue
• Write free verse poetry, focusing on the meaning e.g. writing poems without a rhyming structure such as cinquians, haikus
• Expand the use of narrative language features e.g. power of three: The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight; use figurative language e.g. similes, alliteration, hyperbole
• Expand the use of non-fiction language features e.g. bullet points, diagrams
• Use nouns and pronouns to aid cohesion between sentences e.g. Feeling terrified, <u>Tom</u> peered around as he crept into the forest. The <u>scared boy</u> decided to turn back.
• Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary
• Proof-read and edit their writing **in relation to the Y4 grammar and spelling expectations**

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Year 5

On entry to Year 5 children should be expected to:	• spell words from the Year 3/4 word list accurately where used • spell words using the Y3/4 prefixes, suffixes and rules • use fronted adverbials • use a range of expanded noun phrases	• write a variety of simple, compound and complex sentences using a range of conjunctions • use all Year 4 punctuation consistently and accurately (see no.1 below) • organise cohesive paragraphs around a theme

Skills Ladder	
1.	Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists , apostrophes, commas after adverbials, speech marks
2.	Revise use noun phrases expanded using modifying adjectives, nouns **and** prepositional phrases (Y4)
3.	Identify main and subordinate clauses
4.	Write sentences with the subordinate clause at the start and at the end of the sentence
5.	Use commas to separate main and subordinate clauses
6.	Indicate degrees of possibility the through the use of modal verbs e.g. could, would, should, may
7.	Indicate degrees of possibility through the use of adverbs e.g. perhaps, possibly, surely
8.	Use brackets and dashes for parenthesis
9.	Use a range of devices to link paragraphs e.g. fronted adverbials, repetition, tense choice
10.	Use embedded clauses e.g. Tom knew, although it would be dangerous, that he had no choice about embarking on the quest.
11.	Use relative clauses beginning with who, which, where, when, whose and that
12.	Use commas to mark main and subordinate clauses
13.	Use a range of cohesive devices within paragraphs e.g. repetition, pronoun chains, adverbs and adverbials, tense choice, pronoun agreement
14.	Use of inverted commas **and** other punctuation to indicate direct and reported speech e.g. all speech punctuation accurate and placed thoughtfully in a paragraph to move the action on
15.	Use a range of verb forms (simple, progressive, perfect, modal) appropriately
16.	Write with appropriate levels of formality for the audience and purpose

Composition

- Explore and use their own techniques to note their ideas, drawing on research where necessary
- Identify the audience and purpose for their writing and select the appropriate form. (Narratives, range of reports and recounts, explanation, persuasive arguments, discussion)
- Control plots e.g. using foreshadowing; use of dialogue to move the action on
- Experiment with different ways of opening and closing narratives
- Develop settings and atmosphere in detail e.g. stories with more than one main setting; making links between the setting, time and weather
- Extend their range of stock characters; develop characters in detail e.g. through using dialogue; describing how others react to them and how they change over time
- Write free verse poetry with a specific purpose e.g. narrative poems; poetry to provoke empathy in the reader or make them think about an issue
- Modify and control the use of narrative language features e.g. reported speech instead of direct speech; repetition for effect, power of 3 linked to grammar expectations 'The wind whistled through the trees, tickling the autumn leaves and dancing through the wood.'
- Use figurative language e.g. personification, similes, metaphor, allusion
- Modify and control the use of non-fiction language features e.g. precise description, technical vocabulary
- Control the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue; balancing fact and opinion; using bullet points, tables and charts
- Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect
- Proof-read and edit their writing **in relation to the Y5 grammar and spelling expectations**

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Year 6

On entry to Year 6 children should be expected to:	• spell words from the Year 5/6 word list accurately where used • spell words using the Y5/6 prefixes, suffixes and rules • use relative and embedded clauses • use commas to punctuate clauses	• write with appropriate levels of formality for audience and purpose • use all Year 5 punctuation consistently and accurately (see no.1 below) • maintain cohesion within and between paragraphs • use modal verbs and adverbs for possibility

Skills Ladder	
1.	Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes, speech marks, commas to mark clauses
2.	Use hyphens to avoid ambiguity
3.	Use dashes for after-thoughts
4.	Use expanded noun phrases across writing to convey complicated information concisely
5.	Use of formal and informal question tags
6.	Write with appropriate levels of formality for the audience and purpose
7.	Use the passive voice to create empathy or suspense
8.	Use the passive voice to create a formal tone
9.	Use relative clauses beginning with who, which, where, when, whose and that (recap from Y5)
10.	Use commas to mark main and subordinate clauses (recap from Y5)
11.	Use a range of simple, compound and complex sentence structures.
12.	Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition, a range of adverbials, ellipsis, referencing
13.	Write with appropriate levels of formality for the audience and purpose
14.	Use semi colons to mark independent (main) clauses
15.	Use colons to mark independent (main) clauses
16.	Use multi-clause sentences
17.	Use the subjunctive form
18.	Use a range of verb forms for effect e.g. His distraught mother, blames herself: 'If only I had asked him more about it; maybe I could have stopped him from using it. I would never have let him go to that awful dump if I'd known this would happen. Now he's been taken from us and we don't know what to do.'
19.	Demonstrate assured and conscious control over formality (greater depth)

Composition

- Make choices about the most efficient way to note their ideas, drawing on research from a range of sources where necessary
- Identify the audience and purpose for their writing and select the appropriate form or mix of forms e.g. a non-chronological report about the weather including a short explanation of the water cycle
- Control and maintain plots e.g. flashback stories; stories told from more than one viewpoint
- Develop settings and atmosphere in detail e.g. stories with more than one main setting; making links between the setting, time and weather, use of passive voice
- Use different ways of opening and closing narratives
- Develop characters in detail e.g. through using dialogue; describing how others react to them; relationships between characters, using question tags
- Write a range of poetry to create specific effects and experiment with different forms e.g. narrative poems, sonnets
- Manipulate and control the use of narrative language features e.g. language to control time and pace; repetition for effect, power of 3 linked to grammar expectations, passive voice; dialect
- Use figurative language e.g. personification, similes, metaphor, allusion, extended metaphor
- Manipulate and control the use of non-fiction language features e.g. technical vocab; rhetorical questions; passive voice (Sharks are found in…)
- Manipulate and control the use of organisational features in fiction and non-fiction e.g. deciding on the most effective order of points in an argument
- Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect
- Proof-read and edit their writing **in relation to the Y6 grammar and spelling expectations**