

### Skills Progression- Using writing models and checklists

Year Group	Autumn	Spring	Summer
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Experience a range of fiction and non-fiction models</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, with some adult support, the beginning, middle and end of a given model e.g. fairy tale</li> </ul>	<ul style="list-style-type: none"> <li>With adult support, learn how to create different genres</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Recognise, with adult support, the main features of a given model (e.g. a nursery rhyme).</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, with some adult support, the main features of a given model and contribute to class or group writing checklists.</li> </ul>	<ul style="list-style-type: none"> <li>With adult support, recognise the main features of a given model and create simple checklists for their own writing.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Begin to identify sentence level features in writing models (e.g. simple adjectives to describe nouns).</li> </ul>	<ul style="list-style-type: none"> <li>Improve their recognition skills of the main features of a given model (e.g. a recount).With support, include sentence level features in their own writing checklists (e.g. expanded noun phrases and conjunctions).</li> </ul>	<ul style="list-style-type: none"> <li>With peer support, recognise the main features of a given model (e.g. recount) and create simple checklists for their own writing, including sentence level features (e.g. commas in lists).</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Recognise the main features of a given model (e.g. a nonsense poem) and create simple checklists for their own writing, including sentence level features.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and begin to imitate the main features of a given model and create checklists (linking these to their own targets).</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Begin, with some prompts, to select the main features of a given model across an increasing range of genres.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use the main features of a range of genre types, creating checklists (including word and sentence level features) for their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Select the main features of a given model, using only structural headings as guidance, and create checklists (including sentence level features) for their own writing.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Begin to recognise how some features of genres can be adapted for different writing purposes. Draw on their experience of texts/genres when creating checklists for their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use features of a selected form with greater confidence and with some adaptation to purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Establish features of a selected form clearly, with some adaptation to purpose. Develop ideas for narratives drawn from their experience of reading books and watching plays.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Begin to critically evaluate and select the most appropriate features of a genre to use for their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate and select appropriate features to use and adapt, increasingly creating own relevant checklists.</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate and select appropriate features to use and adapt, creating their own checklists independently.</li> </ul>

## English –Writing Composition

### Skills Progression - Planning and Making Notes

Year Group	Autumn	Spring	Summer
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Experience a range of fiction and non-fiction models</li> <li>With support, draw pictures and use keywords in verbal descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, with some adult support, the beginning, middle and end of a given model e.g. fairy tale</li> <li>With support, begin to write labels for pictures using phoneme knowledge and tricky words</li> </ul>	<ul style="list-style-type: none"> <li>With adult support, learn how to create different genres</li> <li>Independently label pictures and begin to write some keywords</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>With support, draw pictures and begin to write some keywords before writing.</li> </ul>	<ul style="list-style-type: none"> <li>Draw pictures and write down keywords or ideas with more independence.</li> </ul>	<ul style="list-style-type: none"> <li>Draw pictures and write down keywords or ideas before writing.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Draw pictures and note down ideas, in a simple planning format, with some support.</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary linked to the topic in their plans.</li> </ul>	<ul style="list-style-type: none"> <li>Draw pictures and note down ideas, key words and new vocabulary in a simple planning format.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Draw pictures and note down ideas, key words and new vocabulary in a given planning format organised into sections.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to include more detail in planning and organise ideas into a logical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Note down new ideas, key words and topic-specific vocabulary in a given planning format, with some appropriate detail.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Note the keywords needed for a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to summarise the main ideas needed for the piece of writing, understanding that they do not need to write in full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Use a given variety of planning structures to make notes which summarise key ideas of appropriate brevity (i.e. not full sentences).</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Begin to make notes of appropriate length and content.</li> </ul>	<ul style="list-style-type: none"> <li>Make notes of appropriate length and content, including the topic-specific vocabulary needed for the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use a given variety of planning structures to make appropriate notes, including topic-specific vocabulary.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Make note of precise vocabulary needed for a particular purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to select the most appropriate planning format for a particular piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Select the most appropriate planning frame for the genre of writing, making note of precise vocabulary.</li> </ul>

## English –Writing Composition

### Skills Progression – Composing sentences

Year Group	Autumn	Spring	Summer
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Use simple vocabulary and sentences to express their views and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to plan for writing</li> <li>Form and say sentence-like structures out loud to an adult</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to express themselves and their ideas before writing.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Use talk to express themselves and their ideas before writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to express themselves and their ideas effectively before writing. Form and say sentence-like structures out loud to an adult or peer before writing.</li> </ul>	<ul style="list-style-type: none"> <li>Say sentences out loud to an adult or peer before writing. Independently attempt to replicate what they have said out loud in their writing.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Plan the content of each sentence orally before writing.</li> </ul>	<ul style="list-style-type: none"> <li>Plan the content and practise the structure of each sentence, making revisions orally before writing.</li> </ul>	<ul style="list-style-type: none"> <li>Plan the content and structure of each sentence orally before writing (including simple conjunctions and adjectives).</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Consider the organisation or sequence of sentences, beginning to use more effective adjectives and conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally before writing. Consider the organisation or sequence of sentences to include conjunctions, adjectives and subordination.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally before writing. Consider the organisation or sequence of sentences to include conjunctions, subordination, adverbs and prepositions.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Consider the organisation or sequence of sentences to include conjunctions, adjectives, subordination, adverbs, prepositions and expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. 'the teacher' is expanded to 'the strict maths teacher with curly hair rushed through the door').</li> </ul>	<ul style="list-style-type: none"> <li>Consider the organisation or sequence of sentences to develop ideas in more detail through the use of conjunctions, adjectives, subordination, adverbs, prepositions and expanded noun phrases.</li> <li>Begin to use fronted adverbials to describe where, when and how (e.g. 'I play football' becomes 'Every playtime I play football').</li> </ul>	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally before writing, developing a rich vocabulary and an increasing range of sentence structures.</li> <li>Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation.</li> <li>Use expanded noun phrases (e.g. 'the policeman' is expanded to 'the co-operative policeman with polished shoes') and fronted adverbials (e.g. later that day) to develop ideas in more detail but communicate information in a concise way.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation.</li> </ul>

	<p>Begin to recognise and add some adverbials of time/place/number/tense to show when, where and how an action is carried out (e.g. soon, here, in, firstly).</p> <ul style="list-style-type: none"> <li>• Begin to use relative clauses to provide the reader with more detail (e.g. 'The girl walked to school' becomes 'The girl, who was feeling upset, walked to school').</li> </ul>	<p>Use relative clauses and adverbials with growing confidence.</p> <ul style="list-style-type: none"> <li>• Use some adverbs and modal verbs to express degrees of possibility (e.g. surely, might, will).</li> </ul>	<p>Include relative clauses (e.g. who, which, where, when, whose and that) and modal verbs (e.g. might, should, will and must) in sentences.</p> <ul style="list-style-type: none"> <li>• Use adverbs (e.g. perhaps and surely) to express degrees of possibility.</li> <li>• Use adverbials of time, place, number or tense (e.g. later, nearby and secondly).</li> <li>• Demonstrate awareness of devices used to build cohesion (e.g. then, after that, this, firstly).</li> </ul>
6	<ul style="list-style-type: none"> <li>• Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Begin to use and understand the passive form (e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken by me').</li> <li>• Begin to use and understand subjunctive forms for very formal writing (e.g. formal 'I wish I were home now'; informal 'I wish I was home now').</li> <li>• Recognise and talk about some devices used in writing to aid cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation.</li> <li>• Use cohesive devices to develop and elaborate ideas more effectively (e.g. repetition of key words and phrases; starting some sentences with conjunctions: 'although', 'despite', 'as', 'since').</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Use passive verbs to affect the presentation of information in a sentence.</li> <li>• Make choices appropriate for formal writing, including the use of the subjunctive form (e.g. 'If I were' or 'Were they to come') in some very formal writing.</li> <li>• Use a broader range of cohesive devices (e.g. repetition of key words and phrases, ellipsis and adverbials including 'on the other hand', 'in contrast' and 'as a consequence of').</li> </ul>

## English –Writing Composition

### Skills Progression- Sentence Structure

<b>Year Group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Produce individual shapes/symbols to represent letters in their name.</li> <li>• Draw a picture and give meanings to marks they make.</li> <li>• Improve pencil grip.</li> <li>• Some letters formed correctly including directionality.</li> <li>• Write name.</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Independently write simple words, phrases and clauses to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple phrases and clauses with growing confidence, sometimes in series.</li> <li>• Show an awareness that combining words makes sentences.</li> <li>• Begin to use 'and' to join words and clauses when prompted to do so, and with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently write simple phrases and clauses in series.</li> <li>• Confidently write some sentence-like structures by chaining ideas/clauses together using 'and'.</li> <li>• Begin to demarcate sentence-like structures, using some simple punctuation symbols.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Write in simple and compound sentences that make sense (e.g. using 'and').</li> <li>• Use simple adjectives to describe some nouns in their sentences.</li> <li>• Use capital letters and full stops to demarcate sentences.</li> <li>• Begin to explore other punctuation (e.g. exclamation marks and question marks).</li> </ul>	<ul style="list-style-type: none"> <li>• Often use simple expanded noun phrases in their sentences (e.g. the blue butterfly).</li> <li>• Write with a growing awareness of past and present tense in simple and compound sentences (e.g. using 'when', 'if', 'that', 'because', 'or', 'and', 'but').</li> <li>• On most occasions, use punctuation in the right place and to help show meaning (e.g. an exclamation mark for emphasis).</li> <li>• Begin to use commas to separate items in a list.</li> </ul>	<ul style="list-style-type: none"> <li>• Write in simple and compound sentences with a generally consistent use of past and present tense.</li> <li>• Recognise and write statements, questions, exclamations and commands.</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences more consistently.</li> <li>• Use a growing range of sentence openers to avoid repetition.</li> <li>• Use adjectives, nouns, verbs and some adverbs with growing confidence and appropriateness in their writing.</li> </ul>

<p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Confidently write in simple structured sentences (e.g. simple and compound).</li> <li>• Use co-ordinating conjunctions as the most common conjunction (e.g. and, or, but, so).</li> <li>• Use full stops and capital letters accurately.</li> <li>• Use the past and present tense consistently in sentences.</li> <li>• Use adverbs independently to add detail to sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to write complex sentences which include a main clause and a subordinate clause.</li> <li>• Occasionally use subordinate conjunctions (e.g. when, if, because, although).</li> <li>• Show some accurate use of question marks, exclamation marks and commas in lists.</li> <li>• Use, with prompts, present perfect forms of verbs (e.g. 'He has gone out to play', contrasted with, 'He went out to play').</li> <li>• Write sentences which include direct speech, with support.</li> <li>• Use and position adverbs in sentences to modify verbs/adjectives, providing information on when and how something happens/happened.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of simple structured and complex sentences for clarity and effect.</li> <li>• Correctly demarcate most sentences with capital letters, full stops, question marks, exclamation marks and commas for lists.</li> <li>• Record direct speech in sentences, attempting to use inverted commas on occasions.</li> <li>• Independently use present perfect forms of verbs (e.g. 'He has gone out to play', contrasted with, 'He went out to play').</li> <li>• Display some limited variation in use of tense and verb forms.</li> <li>• Choose suitable adverbs to enhance their writing.</li> </ul>
	<ul style="list-style-type: none"> <li>• With growing confidence, write simple structured and complex sentences, using main and subordinate clauses.</li> <li>• Begin to use inverted commas, more instinctively, to demarcate direct speech.</li> <li>• Begin to display some variation in tense and verb forms to show when an action takes place and who is carrying out the action.</li> <li>• Begin to use pronouns to replace nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop as a writer by experimenting with the type, order and structure of their sentences, drawing on more varied grammar and vocabulary.</li> <li>• Use inverted commas to clarify where direct speech begins and ends.</li> <li>• Begin to develop a simple awareness of other forms of speech (e.g. reported speech and dialogue).</li> <li>• Write sentences sometimes demonstrating agreement between the verb and its subject.</li> <li>• Improve the fluency of their writing, selecting and using pronouns or nouns from alternatives suggested/provided (e.g. I, he, she, we, they, you).</li> </ul>	<ul style="list-style-type: none"> <li>• Use some variety in length, structure or subject of sentences, generally choosing accurate tense and verb forms.</li> <li>• Use direct speech to build up a picture and add interest for the reader.</li> <li>• Use inverted commas accurately to demarcate direct speech and some dialogue.</li> <li>• Use a comma to introduce direct speech and separate dialogue from the rest of the sentence.</li> <li>• Begin to use other punctuation (e.g. commas after fronted adverbials, apostrophes to mark plural possession).</li> <li>• Make appropriate choice of pronouns and nouns, within and across sentences to aid cohesion and avoid repetition.</li> </ul>
<p><b>5</b></p>	<ul style="list-style-type: none"> <li>• Show some control over their use of sentences and begin to understand the effect upon the reader.</li> <li>• Begin to use some features of sentence structure to build up detail.</li> <li>• Attempt to use commas to mark clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider their use of sentence types more carefully, experimenting with the order, combination and structure, and developing their own, individual writing style.</li> <li>• Attempt to use a variety of sentences to create specific effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of sentence lengths, structures and subjects to provide clarity and emphasis.</li> <li>• Use some features of sentence structure to build up detail or convey shades of meaning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use inverted commas with confidence in sentences (e.g. direct speech, reported speech, internal character dialogue).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to manipulate clauses for effect.</li> <li>• Experiment with a wider range of punctuation (e.g. brackets, dashes, commas).</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuate almost all sentences accurately with capital letters, full stops, question marks, exclamation marks, inverted commas and apostrophes.</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Use commas to mark clauses, clarify meaning or avoid ambiguity.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Continue to experiment with sentences to develop their competence as a writer.</li> <li>• Manipulate clauses to achieve different effects.</li> <li>• Develop their knowledge of punctuation further (e.g. semi-colons, colons, dashes and hyphens).</li> </ul>	<ul style="list-style-type: none"> <li>• Consciously control sentence structure in their writing, demonstrating understanding of why sentences are constructed as they are.</li> <li>• Use a range of sentence structures to create particular effects appropriate to the text type.</li> <li>• Use a range of short sentences for effect and to highlight/alter pace.</li> <li>• Use a range of complex sentences to ensure the text flows and provides the reader with detail and description.</li> <li>• Attempt to use a wider range of punctuation, with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently construct sentences in a variety of ways to clarify purpose, shape and organise text coherently, and contribute to the overall effect on the reader .</li> <li>• Use more features of sentence structure to build up detail or express shades of meaning (e.g. varying word order, expanding verb phrases).</li> <li>• Use semi-colons, colons and dashes to mark the boundary between independent clauses (e.g. 'It's raining; I'm fed up').</li> <li>• Use a colon to introduce a list.</li> <li>• Use semi-colons within complicated lists to separate items.</li> <li>• Begin to use hyphens to avoid ambiguity in writing (e.g. man-eating shark versus man eating shark).</li> <li>• Begin to use punctuation of bullet points when listing information.</li> </ul>

## English –Writing Composition

### Skills Progression- Organising and Sequencing

Year Group	Autumn	Spring	Summer
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Make simple connections between school, home and local community</li> </ul>	<ul style="list-style-type: none"> <li>Order events orally to enhance understanding of connections, using first, then, next and finally</li> </ul>	<ul style="list-style-type: none"> <li>Use formulaic phrases such as yesterday, last week to orally recall events and experiences</li> <li>Begin, with prompts, to make simple connections in their writing.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Begin, with prompts, to make simple connections in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their writing, with support, ordering events or ideas and making simple connections between them.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple connections between ideas and events using some formulaic phrases (e.g. 'last week', 'first', 'next', 'then', 'after that' and 'finally'), including those to indicate the start or end of a text (e.g. 'Once upon a time', 'A long, long time ago', 'One day', 'The end' or 'They lived happily ever after').</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Begin, with support, to group ideas into sections (e.g. using headings).Sequence ideas appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Group ideas into sections when prompted and sequence writing, beginning to use time connectives, headings and numbers more instinctively.</li> </ul>	<ul style="list-style-type: none"> <li>Group ideas into sections and sequence writing through the use of time connectives, headings and numbers.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Begin, with support, to recognise paragraphs as a device to group related material.</li> <li>Use headings to organise information, more clearly, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs, when prompted, to group related material. Begin to use sub-headings in writing.</li> <li>Begin to demarcate openings and endings and on occasion attempt to organise ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use paragraphs independently to group related material.</li> <li>Use headings and sub-headings to aid presentation.</li> <li>Demarcate openings and endings and attempt to organise ideas of related points next to each other.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Consider the organisation of their sentences and begin to group related points/ideas together, making simple links, with some guidance.</li> <li>Compose simple paragraphs with developing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with the order and sequence of their ideas/sentences, finding the most effective way to organise content within paragraphs.</li> <li>Use adverbs and conjunctions to establish cohesion within paragraphs.</li> <li>Attempt to use a fitting but simple opening and closing paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs to organise ideas around a theme.</li> <li>Organise ideas or material in a logical sequence and attempt to create links between paragraphs.</li> <li>Use paragraphs to organise whole texts at a basic level.</li> </ul>

	<ul style="list-style-type: none"> <li>Attempt to separate paragraphs (e.g. using simple layout features where appropriate, including headings and sub-headings).</li> </ul>	<ul style="list-style-type: none"> <li>Arrange their ideas, more clearly, under headings and sub-headings, without support.</li> </ul>	<ul style="list-style-type: none"> <li>Write clear openings and closings for ideas, which are sometimes linked.</li> <li>Use appropriate headings and subheadings to make information clear and cohesive.</li> </ul>
5	<ul style="list-style-type: none"> <li>Ensure each sentence within a paragraph is related to the main idea/central thought.</li> <li>With prompts, write paragraphs which include an introductory topic sentence and relevant supporting sentences to develop their ideas.</li> <li>Begin to use other layout devices to make information clear (e.g. bullets).</li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs instinctively to structure text and guide the reader.</li> <li>Within paragraphs, begin to use some devices which support cohesion.</li> <li>Begin to create smoother link across paragraphs.</li> <li>Use, with guidance, further layout devices to structure text (e.g. columns and tables).</li> </ul>	<ul style="list-style-type: none"> <li>Use devices to build cohesion within paragraphs or verses (e.g. secure use of pronouns).</li> <li>Link ideas across paragraphs or verses using adverbials of time, place and number.</li> <li>Use layout devices to structure text (e.g. headings, sub-headings, columns, bullets or tables).</li> </ul>
6	<ul style="list-style-type: none"> <li>Write paragraphs which include a topic sentence (to begin and summarise the main idea), supporting sentences (to provide detail and extra information regarding the main idea) and a closing sentence (to conclude).</li> <li>Begin to make choices about which layout devices to use in own writing.</li> </ul>	<ul style="list-style-type: none"> <li>With growing confidence, use an increasing range of devices to support cohesion within and across paragraphs.</li> <li>Hone and develop their paragraphs to structure text, make meaning clear and make the main idea clear to the reader.</li> <li>Select a combination of layout devices appropriate to the purpose (headings, sub-headings, columns, bullets, underlining and tables).</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of cohesive devices (e.g. repetition of a word or phrase, adverbials and ellipsis).</li> <li>Construct paragraphs to support meaning and purpose.</li> <li>Independently select and use the most appropriate layout devices to structure a text effectively and guide the reader.</li> </ul>



**Aletheia**  
Academies Trust

## English –Writing Composition

### Skills Progression – Writing for different purposes



**St Botolph's**  
C of E Primary School

<b>Year Group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Draw and label using phonetic knowledge e.g. Letter to Santa</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make simple vocabulary choices in lists e.g. ingredients for gingerbread man</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use simple vocabulary in recall and information writing</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Use simple vocabulary when writing.</li> <li>Begin to write in different forms for themselves (e.g. lists, captions and messages).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make simple vocabulary choices guided by the teacher.</li> <li>Begin to identify a developing range of writing forms (e.g. stories and instructions).</li> </ul>	<ul style="list-style-type: none"> <li>Use simple vocabulary appropriate to the purpose for writing (e.g. simple scientific words).</li> <li>Show some indication of basic purpose or form in their writing.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Make, with support, style choices appropriate to the purpose of the writing (e.g. using a heading for a fact text).</li> </ul>	<ul style="list-style-type: none"> <li>Use some characteristics of the chosen form, referring to known texts as models.</li> </ul>	<ul style="list-style-type: none"> <li>Make vocabulary and style choices appropriate to the purpose of the writing, ensuring the main features are included.</li> <li>Use largely appropriate ideas and content in their writing.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Independently select the appropriate language and organisation for the type of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use the main features of a text type with some specific vocabulary and style choices.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate the main features of the text type, showing awareness of the reader, and make specific vocabulary and style choices.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Begin to consider the purpose and audience more carefully when writing.</li> <li>Use the purpose and audience of writing to begin to inform their decisions regarding form and features.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to establish clear purpose across an increasing range of writing, but not always maintained throughout the piece.</li> <li>Include main features which are clear and increasingly appropriate.</li> <li>Write with a basic awareness of the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a clear purpose throughout a piece of writing, using the main features of the genre appropriately.</li> <li>Write to interest, inform, entertain or engage the reader.</li> <li>Incorporate mainly relevant ideas and content in texts produced.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Attempt to maintain a clear purpose across a range of writing.</li> <li>Demonstrate a sense of audience when writing.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a clear purpose across a range of writing, with the main features of the chosen form used appropriately.</li> <li>Include other writing features which they feel are appropriate/effective.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a clear purpose across a range of writing with all features of chosen form used appropriately to maintain readers' interest.</li> <li>Develop a generally appropriate style across most writing.</li> </ul>

6	<ul style="list-style-type: none"><li>• Begin to identify the needs of different audiences in their writing.</li></ul>	<ul style="list-style-type: none"><li>• Adapt writing to meet the needs of a range of different audiences and identify different text types more readily.</li><li>• Adopt the appropriate level of formality according to the purpose and audience, with some guidance.</li></ul>	<ul style="list-style-type: none"><li>• Identify the audience for/purpose of a range of text types, making features clear and establishing the appropriate style.</li><li>• Use accurate information and clearly expressed, appropriate ideas/content in their writing.</li><li>• Draw on reading and research where necessary to enrich their writing.</li></ul>
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## English –Writing Composition

### Skills Progression – Language

Year Group	Autumn	Spring	Summer
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Make phonetically plausible attempts to write simple words</li> </ul>	<ul style="list-style-type: none"> <li>Use phonemes to write simple words, phrases and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use phonemes and tricky words to write sentences</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Use simple language when writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple language when writing which reflects the breadth of their experiences and developing phonic knowledge.</li> <li>Establish meaning through the repeated use of key/subject specific words.</li> </ul>	<ul style="list-style-type: none"> <li>Use some descriptive language (e.g. colour, size, simple emotion).</li> <li>Show evidence of vocabulary beginning to match the context.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Begin to make some apt word choices, using word banks for support.</li> </ul>	<ul style="list-style-type: none"> <li>Make, more readily, some apt word choices to create interest.</li> </ul>	<ul style="list-style-type: none"> <li>Make some apt word choices and add detail to interest the reader (e.g. using adjectives and simple expanded noun phrases).</li> <li>Use new vocabulary gathered from their reading experiences.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Draw on their experience of reading to inform their choice of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Select some words for variety and effect using word walls/banks for support.</li> </ul>	<ul style="list-style-type: none"> <li>Use generally appropriate vocabulary with some words chosen for effect (e.g. using paired adjectives when expanding simple noun phrases).</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Make more effective and appropriate vocabulary choices.</li> </ul>	<ul style="list-style-type: none"> <li>Use deliberate language choices to add interest, detail and to improve clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Use deliberate language choices with some expansion of general vocabulary to match the topic.</li> <li>Progressively use a more varied and rich vocabulary.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Use a reasonably wide vocabulary.</li> <li>Begin to carefully consider the effect upon the reader when making vocabulary choices.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect their understanding of the reader by selecting generally appropriate vocabulary.</li> <li>Use vocabulary to create specific effects.</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary for effect, with a reasonably wide range.</li> <li>Start to make vocabulary choices to reflect shades of meaning (e.g. 'cutting edge', 'new', 'latest', 'up-to-date').</li> </ul>

6	<ul style="list-style-type: none"><li>• Use varied vocabulary confidently to create a range of effects, showing interest in expanding upon their choices.</li></ul>	<ul style="list-style-type: none"><li>• Use word choices which support the purpose with increasing precision, including use of specific and technical vocabulary.</li><li>• Consciously select vocabulary reflecting their understanding of the audience.</li></ul>	<ul style="list-style-type: none"><li>• Expand vocabulary and use subject-related words appropriately.</li><li>• Choose vocabulary to reflect shades of meaning (e.g. 'pleased', 'excited', 'enthusiastic', 'exuberant').</li><li>• Draw on a wider range of experiences to inform their choice of vocabulary (e.g. first-hand experiences, listening, reading and discussions).</li></ul>
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## English –Writing Composition

### Skills Progression – Writing to Entertain

Year Group	Autumn	Spring	Summer
<b>1</b>	<ul style="list-style-type: none"> <li>Produce and record ideas with support, using simple writing frames to include pictures, labels and/or captions.</li> <li>Share the composition of a simple narrative or poem with the teacher/class.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple stories and poems that they have heard/read to support their own writing.</li> <li>Use simple models from reading as a frame for their own writing.</li> <li>Attempt to write simple narratives/poems with support and prompts.</li> </ul>	<ul style="list-style-type: none"> <li>Compose sentences and record in order to form narratives.</li> <li>Use simple poetic structures to substitute own ideas and write new lines/verses within an appropriate frame.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Write, with support, narratives (about real or fictional events) in simple sentences.</li> <li>Begin to use poetic techniques, including humour and word play, as part of a group/class.</li> </ul>	<ul style="list-style-type: none"> <li>Write narratives (about real or fictional events) by developing a sequence of sentences.</li> <li>Use poetic techniques, including humour and word-play, to compose a poem with the support of a peer.</li> </ul>	<ul style="list-style-type: none"> <li>Write narratives (about real or fictional events) by developing a sequence of sentences, including some variation in sentence openings.</li> <li>Draw on their experience of listening to and reading stories to develop their story writing style.</li> <li>Use poetic techniques, including humour and word play independently.</li> <li>Write poems individually with support from a response partner to plan and evaluate.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Write narrative structure to include a simple beginning, middle and end.</li> <li>Use poetic structures including shape poems.</li> </ul>	<ul style="list-style-type: none"> <li>Write narrative structure to include a simple beginning, middle and end and some development of characters in one or two of the sections.</li> <li>Use poetic structures (e.g. riddles, list poems, haikus, narrative poems) being increasingly aware of techniques such as rhyme and language play.</li> </ul>	<ul style="list-style-type: none"> <li>Write narrative structure to include a simple beginning, middle and end, and some development of setting and characters in one or more of the sections.</li> <li>Use poetic structures and techniques, more confidently.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Write a clear and logically related beginning, middle and end. Write a section for a class story based on drama and discussion (e.g. an opening).</li> </ul>	<ul style="list-style-type: none"> <li>Develop their narrative structure to include the following features: an opening, complication and a resolution/ending.</li> </ul>	<ul style="list-style-type: none"> <li>Write narrative structure using the main features, including an opening to establish settings and characters, a complication and resulting events, a resolution and/or ending.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to incorporate some dialogue within narrative structure.</li> <li>• Write poems of their own based on models provided by the teacher/those selected from reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to write longer stories, including some events skimmed and others written in more detail.</li> <li>• Experiment with language features and vocabulary choices when writing own poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas and material in more detail (e.g. descriptions elaborated using expanded noun phrases and adverbials).</li> <li>• Use an increasing range of poetic techniques (e.g. rhyming couplets, onomatopoeia, similes, powerful words and phrases).</li> <li>• Use an increasing range of poetic structures (e.g. free verse, acrostic, calligrams, kennings, soliloquies, song lyrics).</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Use some clear elements of narrative structure independently.</li> <li>• Consider how authors have developed characters and settings in what they have read and use this to inform own narrative writing.</li> <li>• Begin to develop characters by commenting upon their thoughts and feelings.</li> <li>• Explore more poetic structures in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use a well-developed narrative structure.</li> <li>• With prompts, add descriptive detail to appropriate sections in narrative writing, making settings more vivid and bringing characters to life.</li> <li>• Use dialogue within narrative structure to develop characterisation.</li> <li>• Become familiar with a widening range of poetic structures, drawing on reading models where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Write narrative structure to include most elements (e.g. introduction, build-up, main event, resolution, ending).</li> <li>• Develop character and settings, including within own scripted drama, using similar writing models to adapt own ideas.</li> <li>• Use poetic structures in a range of forms, including narrative and performance poetry.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• Demonstrate awareness of an increasing range of narrative genres (e.g. historical, adventure, mystery, fantasy, science fiction, play scripts).</li> <li>• Begin to use appropriate grammatical conventions to create atmosphere (e.g. carefully selected adjectives and adverbs, precise nouns, powerful verbs, pace and to-the-point dialogue).</li> <li>• Draw on their reading experiences and experiment with poetic techniques to support their facility as poets.</li> </ul>	<ul style="list-style-type: none"> <li>• Write narrative structure to include some elements for a particular genre with growing confidence and independence.</li> <li>• Combine elements of description, characterisation, dialogue and action, in narrative structure, to maintain readers' interest.</li> <li>• Select appropriate vocabulary and poetic techniques to enhance the effectiveness of their poetry writing (e.g. alliteration, similes, rhythm, rhyme, imagery, onomatopoeia).</li> </ul>	<ul style="list-style-type: none"> <li>• Write narrative structure to include most elements appropriately (introduction, build-up, main event, resolution, ending) in a range of genres.</li> <li>• Use vocabulary to create appropriate atmosphere.</li> <li>• Use dialogue effectively to create characters and move action forward in both scripted drama and narrative.</li> <li>• Use poetic techniques in a range of forms, including the use of personification and metaphor.</li> </ul>

## English –Writing Composition

### Skills Progression – Writing to Inform

Year Group	Autumn	Spring	Summer
<b>1</b>	<ul style="list-style-type: none"> <li>Begin to write, with support, a sequence of connected events.</li> </ul>	<ul style="list-style-type: none"> <li>Write a short and simple sequence of connected events independently. With support, begin to use an appropriate order in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Write a sequence of connected events in an appropriate order and, in some cases, linked to their own experience.</li> <li>Write information in simple forms (e.g. captions, lists and labels) and within an appropriate frame (e.g. instructions, recounts or an information text).</li> <li>Write simple texts linked to a topic of interest/personal experience.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Write, with some support, about real events in chronological order.</li> <li>Produce clear labels to provide more information (e.g. label a simple flow diagram to explain a process).</li> </ul>	<ul style="list-style-type: none"> <li>Write about real events in chronological order, structuring the events into a clear beginning, middle and end.</li> <li>Write simple non-fiction texts using writing frames to organise ideas.</li> <li>Include enough detail, when writing non-fiction, to interest the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Write about real events in chronological order, using a structure of orientation (scene setting), events (recount) and reorientation (closing statement).</li> <li>Write simple non-fiction texts, with support, incorporating the main features of the genre (e.g. instructions and information texts).</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Write about real events, in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) and with prompts begin to add detail in one section.</li> <li>Use non-fiction writing frames independently and confidently, selecting the most appropriate for purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Write about real events, in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement).</li> <li>Use a wide range of conjunctions to expand the detail in their sentences (e.g. when, if, because, although).</li> <li>Begin to organise related material into sections using headings and sub-headings, moving away from the need to use writing frames.</li> </ul>	<ul style="list-style-type: none"> <li>Write about real events, in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with some expanded detail in one or more sections. Use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because, then, next, soon, therefore, during, in, because of).</li> <li>Draw on their experience of non-fiction texts to produce their own informative writing, using models to support.</li> </ul>

<p><b>4</b></p>	<ul style="list-style-type: none"> <li>• Write, with increasing competence, about real events in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with relevant details, beginning to use temporal connectives (e.g. firstly, secondly, thirdly).</li> <li>• Write non-fiction using some appropriate features of the genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Write about real events in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with relevant details and a wider range of temporal connectives (e.g. next, then, afterwards, soon afterwards, after a while, since, meanwhile and eventually).</li> <li>• Write non-fiction in an increasing range of forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Write about real events in chronological order using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with relevant details and increasingly accurate use of temporal connectives.</li> <li>• Write a range of non-fiction texts incorporating the main features of the genre (e.g. explanations and non-chronological reports).</li> </ul>
<p><b>5</b></p>	<ul style="list-style-type: none"> <li>• Write about real events in a more logical order, including clear structure and relevant detail. Begin to précis short passages.</li> <li>• With the support of others/a response partner, begin to make informed choices about which features to include in their non-fiction writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Write about real events in a logical order, including clear structure and relevant detail, beginning to cover areas of who, which, where, when and why? Show more skill when using précis.</li> <li>• Write non-fiction effectively, according to the text type.</li> </ul>	<ul style="list-style-type: none"> <li>• Write about real events in a logical order, including clear structure and relevant detail, covering areas of who, which, where, when and why.</li> <li>• Begin to précis longer passages.</li> <li>• Independently select the appropriate features to include in their non-fiction writing (e.g. leaflets: clear and bold heading, factual and informative information, short messages/quotations and contact information).</li> </ul>
<p><b>6</b></p>	<ul style="list-style-type: none"> <li>• Confidently write about real events, including a logical order, clear structure and appropriate details to interest the reader.</li> <li>• Show more skill when précising longer passages.</li> <li>• Begin to demonstrate sustained awareness of the reader when writing to inform.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently write about real events, beginning to use more precise and appropriate language (e.g. personal language to recount humorous events).</li> <li>• Précis longer passages with increasing accuracy.</li> <li>• Write non-fiction which includes a relevant introduction and clear presentation of information with careful consideration given to the intended reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Write about real events using accurate and appropriate language, such as technical and formal language to recount a science investigation, powerful verbs and vivid description to recount an adventure, or informal, personal language to recount humorous events.</li> <li>• Competently précis longer passages.</li> <li>• Draw on their knowledge and experience of reading non-fiction in order to produce a wider range of informative writing, independently selecting the most appropriate features of the genre.</li> </ul>

## English –Writing Composition

### Skills Progression – Writing to persuade

Year Group	Autumn	Spring	Summer
<b>1</b>	<ul style="list-style-type: none"> <li>Produce and record simple ideas with adult support (e.g. adding simple pictures, labels and/or a caption to a partially complete poster).</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate text provided by the teacher to make sense of writing (e.g. piece together sections of a advert/poster).</li> <li>Begin to express own words and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple structures and writing frames to substitute own ideas and write new lines (e.g. producing own simple adverts/posters).</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Make, with some prompts, word choices to engage the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use detail to engage the reader and promote a simple viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>Make adventurous word choices and use detail to engage the reader.</li> <li>Give a simple viewpoint in their writing, using some words chosen for effect to promote this viewpoint (e.g. great/fun/healthy/unhealthy).</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Recognise some simple features of persuasive writing used to engage the reader (e.g. adventurous word choices, vocabulary chosen for effect, detail) and use checklists/frames to structure ideas for their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use features of persuasion in own writing.</li> <li>With support, indicate viewpoint through choice of some negative or positive vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Choose appropriate logical connectives to link ideas (e.g. using word banks/walls) and include more features of persuasion in their writing (e.g. flattery, benefits, text in capitals and powerful verbs/adjectives).</li> <li>Indicate a clear viewpoint through choice of negative or positive vocabulary.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Extend their use of appropriate logical connectives to link ideas (e.g. firstly, secondly, finally).</li> <li>Present a point of view in writing and begin to make simple style and vocabulary choices to convince the intended reader.</li> </ul>	<ul style="list-style-type: none"> <li>Use a developing range of appropriate logical connectives to link ideas and add detail (e.g. also, in addition, because of this, like, to sum up, as you can see).</li> <li>With support, recognise and use more features of persuasion in their writing. Confidently write in role, establishing a straight-forward negative or positive viewpoint.</li> <li>Attempt to provide one detail, of an opposing viewpoint, in simple discussion texts.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate logical connectives and include some features of persuasive writing (e.g. flattery, benefits, text in capitals, powerful verbs/adjectives, appeal, exaggeration and statistics).</li> <li>Select appropriate positive or negative vocabulary to indicate differing viewpoints.</li> <li>Provide detail of opposing viewpoints in simple discussion texts.</li> </ul>

<p><b>5</b></p>	<ul style="list-style-type: none"> <li>• Select appropriate logical connectives from a wider range of alternatives provided/suggested.</li> <li>• Recognise and use an increasing range of persuasive features more independently.</li> <li>• Attempt to maintain a clear viewpoint in discussion texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a growing range of appropriate logical connectives, independently using writing walls/word banks to support (e.g. obviously, clearly, furthermore, as well as, what is more).</li> <li>• Begin to make informed choices about which features of persuasion to include in their writing.</li> <li>• Demonstrate awareness of the audience when writing to persuade.</li> <li>• With support, begin to make choices about how to present a balanced viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate logical connectives and select the most appropriate features of persuasive writing for task (e.g. flattery, benefits, text in capitals, powerful verbs/ adjectives, emotional appeal, exaggeration, statistics, questions and a one-sided argument).</li> <li>• Maintain a clear viewpoint and, in discussion texts, make clear choices about how to present a balanced viewpoint (e.g. listing points for/against).</li> </ul>
<p><b>6</b></p>	<ul style="list-style-type: none"> <li>• Use most features of persuasive writing appropriately to compose material, such as a leaflet or brochure for an event or place of interest.</li> <li>• Maintain a clear viewpoint and, in discussion texts, make clear choices about how to present a balanced viewpoint (e.g. using a paragraph to deal with each point).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate awareness of higher order logical connectives and begin to use them independently.</li> <li>• Use appropriately all features of persuasive writing to help the audience make a choice.</li> <li>• Begin to understand the difference between biased and balanced arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Use higher order, appropriate logical connectives and include all features in a widening range of persuasive writing (e.g. a report/formal letter to sway the reader, advert to persuade people to buy something).</li> <li>• Maintain a clear viewpoint and, in discussion texts, know how to present a balanced viewpoint or indicate author</li> </ul>



**Aletheia**  
Academies Trust

## English –Writing Composition

### Skills Progression – Proof-Reading



**St Botolph's**  
C of E Primary School

Year Group	Autumn	Spring	Summer
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Re-read individual letters by saying the sounds for them.</li> </ul>	<ul style="list-style-type: none"> <li>Re-read simple words and phrases made up of words with known letter-sound correspondences and a few exception words</li> </ul>	<ul style="list-style-type: none"> <li>Re-read their own writing with teacher/adult support.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Re-read their own writing with teacher/adult support.</li> </ul>	<ul style="list-style-type: none"> <li>Attempt/begin to re-read their own writing independently (they may still require some support and prompts).</li> </ul>	<ul style="list-style-type: none"> <li>Re-read their own writing to check that it makes sense.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Re-read to check for sense, noticing obvious errors in spelling, grammar and punctuation with some help.</li> </ul>	<ul style="list-style-type: none"> <li>Re-read to check for sense and, with help, ensure that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> </ul>	<ul style="list-style-type: none"> <li>Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Proof-read and correct noticed errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Proof-read and correct errors in spelling, grammar and punctuation, beginning to use a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Proof-read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Proof-read for age-appropriate grammar, punctuation and spelling errors, and automatically use a dictionary to support when making corrections.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their proof-reading skills, beginning to check over the text in finer detail to detect errors in spelling, punctuation and grammar.</li> <li>Begin to use their proof-reading skills to edit and improve own writing/set a target.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate more accurate proof-reading for spelling, age-appropriate grammar and punctuation, using a dictionary when required.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors whilst writing, and improve as they go along.</li> </ul>	<ul style="list-style-type: none"> <li>Proof-read for spelling, punctuation errors and meaning whilst writing, and improve as they go along, checking targets. With the support of a response partner, ensure they have used the correct tense throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Proof-read for spelling/punctuation errors, consistent tense and meaning, editing as they go along to reflect their targets.</li> <li>Begin to check for subject and verb agreement, distinguishing between the language of speech and writing</li> </ul>

6	<ul style="list-style-type: none"><li>• Proof-read to confirm they have used the correct and consistent use of tense/person throughout a piece of writing.</li><li>• Proof-read to ensure they have chosen the correct form of the verb for the subject.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate greater skill when proof-reading and editing to ensure their writing is effective and targeted towards the reader.</li></ul>	<ul style="list-style-type: none"><li>• Proof-read for spelling and punctuation errors and consistent and correct use of tense/person.</li><li>• Edit to improve vocabulary, style and paragraph structure.</li><li>• Edit the content of their writing, ensuring ideas/material are expressed coherently, logically and target the reader.</li><li>• Check for correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.</li></ul>
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## English –Writing Composition

### Skills Progression – Evaluating and Editing

<b>Year Group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>1</b>	<ul style="list-style-type: none"> <li>Talk, with prompts, about their writing with the teacher/an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Talk, with increasing independence, about their writing with the teacher/an adult, beginning to give an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their writing with the teacher or a partner.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Take part in a collaborative conversation (e.g. with an adult or peer) to discuss the strengths of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their own writing, with support, identifying the main strengths and beginning to recognise an area for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their own writing with the teacher and their peers, identifying the main strengths and an area for improvement.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Evaluate, with some support, their own writing, beginning to suggest improvements to vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their own/discuss others' writing, suggesting some improvements to grammar and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their own and others' writing, suggesting improvements to grammar and vocabulary.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Evaluate their own and others' writing as a class/in a small group, discussing its effectiveness and suggesting possible changes to grammar and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate their own and others' writing with peers/a response partner, considering the reader and setting a target.</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate their own and others' writing, suggesting changes to grammar and vocabulary to improve consistency.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Evaluate their own and others' writing, indicating possible changes to vocabulary, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their own and others' writing, indicating possible changes to vocabulary, grammar and punctuation, to start to improve clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Use talk effectively, remaining on task, to evaluate more critically their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate their own and others' writing to enhance effects, proposing changes by drawing on more varied vocabulary, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity and effect.</li> </ul>

## English – Writing Transcription

### Skills progression – Layout

Year Group	Autumn	Spring	Summer
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Using templates to begin letter formation</li> </ul>	<ul style="list-style-type: none"> <li>Begin to write for a purpose using frames.</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to a variety of writing frames including postcard, list and fact file.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Become familiar with simple writing frames to support the layout of text in guided writing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin, with some help, to use simple writing frames to support the layout of text.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple writing frames to support the layout of text.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Recognise, with support, headings within a text. Begin, with support, to group ideas into sections using headings.</li> </ul>	<ul style="list-style-type: none"> <li>Group ideas into sections, beginning to use headings more instinctively and with developing independence.</li> </ul>	<ul style="list-style-type: none"> <li>Use headings to group ideas into sections and to structure text.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Begin, with support, to recognise paragraphs as a device to group related material.</li> <li>Use headings to organise information, more clearly, with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs, when prompted, to group related material.</li> <li>Begin to recognise and use sub-headings, in own writing, as a device to structure text.</li> <li>Begin to incorporate labelled diagrams where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use paragraphs independently to group related material, using headings and sub-headings to aid presentation.</li> <li>Use headings, sub-headings and labelled diagrams to structure text and aid presentation.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Compose simple paragraphs with developing confidence, grouping related points/ideas together with growing appropriateness.</li> <li>Attempt to separate paragraphs using simple layout features, where appropriate, including headings and sub-headings.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with the order and sequence of ideas/sentences, finding the most effective way to organise content within paragraphs.</li> <li>Arrange their ideas, more clearly, under headings and sub-headings.</li> <li>Use headings and sub-headings to help the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs to organise ideas around a theme, with appropriate choice of pronoun or noun across sentences, to aid cohesion and avoid repetition.</li> <li>Use appropriate layout devices, (e.g. headings, sub-headings and labelled diagrams) to structure text and make information clear and cohesive.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Begin to use other layout devices to make information clear (e.g. bullets). Use devices within a paragraph to build cohesion (e.g. 'firstly', 'secondly' and 'finally').</li> <li>Ensure each sentence within a paragraph is related to the main idea/central thought.</li> </ul>	<ul style="list-style-type: none"> <li>Use, with guidance, increasingly complex layout devices to structure text (e.g. columns in newspaper reports and tables in science reports).</li> <li>Use devices within a paragraph to build cohesion (e.g. 'then', 'after that',</li> </ul>	<ul style="list-style-type: none"> <li>Use increasingly complex layout devices, (e.g. headings, sub-headings, columns, bullets, tables and labelled diagrams) to structure text.</li> <li>Use devices within a paragraph to build cohesion (e.g. 'then', 'after that' and 'firstly'), ensuring consistency throughout.</li> </ul>

		'this'), beginning to ensure that these follow on.	<ul style="list-style-type: none"> <li>Use adverbials of time, place and number or tense choice to link ideas across paragraphs.</li> </ul>
6	<ul style="list-style-type: none"> <li>Recognise and talk about some devices used in writing to aid cohesion.</li> <li>Begin to use a wider range of cohesive devices to link ideas across paragraphs (e.g. repetition of words and phrases).</li> <li>Begin to make choices about which layout devices to use in own writing.</li> </ul>	<ul style="list-style-type: none"> <li>With growing confidence, use an increasing range of devices to support cohesion within and across paragraphs.</li> <li>Select a combination of layout devices appropriate to the purpose (headings, sub-headings, columns, bullets, underlining and tables).</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of cohesive devices to link ideas across paragraphs, such as repetition of words and phrases, grammatical connections (e.g. 'on the other hand' or 'in contrast to') and ellipses.</li> <li>Select layout devices, (e.g. headings, sub-headings, columns, bullets, tables and labelled diagrams) appropriate to the text type, in order to structure text and guide the reader.</li> </ul>

## English – Writing Composition

### Skills Progression – Layout: Capital Letters

Year Group	Autumn	Spring	Summer
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Learning lower case letters prior to capitals</li> </ul>	<ul style="list-style-type: none"> <li>Notice their name needs a capital letter</li> </ul>	<ul style="list-style-type: none"> <li>Notice, with prompts, capital letters at the start of sentences.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Notice, with prompts, capital letters at the start of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise capital letters at the start of sentences.</li> <li>With prompts/guidance, use capital letters in own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to independently use capital letters at the start of sentences.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Use, with some reminders, a capital letter at the beginning of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Use, more instinctively, a capital letter at the beginning of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Use a capital letter at the beginning of most sentences.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Check, with prompts, writing for capital letters at the start of sentences.</li> <li>Use capital letters for some proper nouns (e.g. names).</li> </ul>	<ul style="list-style-type: none"> <li>Check, more instinctively, writing for capital letters at the start of sentences.</li> <li>Use capital letters for proper nouns (e.g. names and places).</li> </ul>	<ul style="list-style-type: none"> <li>Check writing for capital letters at the start of sentences.</li> <li>Use capital letters for most proper nouns.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Check writing for correct capitalisation at the start of sentences, including capitalisation for known proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Notice errors in capitalisation and amend independently.</li> </ul>	<ul style="list-style-type: none"> <li>Check writing, as a matter of course, for correct capitalisation, making amendments where necessary.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Begin to use capitalisation in factual writing to improve layout.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit their use of capitalisation, with a peer, in own factual writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use capitalisation in factual writing to improve layout.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Use capital letters for lead words in titles (e.g. Charlie and the Chocolate Factory).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use capital letters for effect when writing fact or fiction (e.g. to emphasise words or phrases).</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters in titles and for effect when writing fact or fiction (e.g. to emphasize words or phrases).</li> </ul>