

Writing Progression Document



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition: Plan	Write about real events	Write narratives about personal experiences and those of others (real and fictional) Write poetry Write for different purposes	Discuss and recording ideas	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings
Composition: Draft & write	Say out loud what they are going to write about Write down ideas Orally rehearse sentences	Plan what they are going to write about Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence	Compose and rehearse sentences orally (including dialogue) In narratives, creating settings, characters and plot	Progressively build a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme In non-narrative material, using simple organisational devices [e.g. headings and subheadings]	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [e.g. headings, bullet points, underlining]

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Composition: Evaluate & edit	Re-reading to check that their writing makes sense	Evaluate their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]	Suggest improvements to their own and others' writing Propose changes to grammar and vocabulary to improve consistency, e.g. word choice	Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation Ensure the consistent or correct use of tense throughout a piece of writing Distinguish between the language of speech and writing and identify the level of formality required	Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent or correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural Distinguish between the language of speech and writing and choose the appropriate register
Composition: Perform & publish	Read aloud what they have written	Read aloud what they have written with appropriate intonation to make the meaning clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Perform their own compositions, varying the intonation, volume, and movement with an awareness of audience