ACE Learning Progression Grid : Writing

Progression Grid for Writing: composition/ language (linked to PATT and NC appendices)

Main Strand	EYFS	Year 1	Year 2	Years 3&4	Years 5&6
Composition	Children independently choose to write for different purposes, initially articulating their thoughts thorough the spoken word. Children use their phonic knowledge to **write** words in ways which match their spoken sounds. Children segment CVC words and use appropriate letters, that are recognisable to represent sounds in their writing. They also **write** some irregular common words. They **write** simple sentences and phrases which can be read by themselves and others.	Can say out loud what they are going to write about. Can write sentences by composing a sentence orally before writing it. Can sequence sentences to form short narratives. Can re-read what they have written to check it makes sense. Can discuss what they have written with the teacher or other pupils. Can read aloud their writing clearly enough to be heard by their peers and the teacher.	**Has developed positive attitudes towards and stamina for writing by:** Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes **Can consider what they are going to write before beginning:** By planning or saying out loud what they are going to write about. By writing down ideas and/or key words including new vocabulary. By encapsulating what they want to say, sentence by sentence.	**Can plan their writing by:** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas **Can draft and write by:** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs	**Can plan their writing by:** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed **Can draft and write by:** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. précis longer passages.

			Can make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils. Re-reading to check that their writing makes sense and 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 (for example, ends of sentences punctuated correctly) Can read aloud what they have written with appropriate intonation to make the meaning clear.	around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	using a wide range of devices to build cohesion within and across paragraphs. using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
				Can evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	**Can evaluate and edit by:** assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
				Can proof-read for spelling and punctuation errors. Can 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.	Can proof-read for spelling and punctuation errors. Can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, Grammar and Punctuation (inc. word classes terminology)		Leaving spaces between words. Joining words and joining clauses using "and". Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. Learning the grammar for Year 1 in English Appendix 2. Use the grammatical terminology in English Appendix 2 when discussing their writing (word, letter, capital letter, sentence, punctuation, full stop, question mark, exclamation mark).	Can use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive (singular). Can use sentences with different forms: statement, question, exclamation, command Can expand noun phrases to describe and specify (for example, the blue butterfly). Can use the present and past tenses correctly and consistently including the progressive form. Can use subordination (using when, if, that or because) and co-ordination (using or, and, or but). Can use the grammar for Year 2 in Appendix 2. Can use some features of written standard English.	Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Can use the present perfect form of verbs in contrast to the past tense. Can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Can use conjunctions, adverbs and prepositions to express time and cause. Can use fronted adverbials. Knows the grammar for years 3 and 4 in English Appendix 2. Can use commas after fronted adverbials. Can indicate possession by using the possessive apostrophe with plural nouns. Can use and punctuating direct speech.	Can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Can use passive verbs to affect the presentation of information in a sentence. Can use perfect form of verbs to mark relationships of time and cause. Can use expanded noun phrases to convey complicated information concisely. Can use modal verbs or adverbs to indicate degrees of possibility. Can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Has learnt the grammar for years 5 and 6 in English Appendix 2. Can use commas to clarify meaning or avoid ambiguity in writing. Can use using hyphens to avoid ambiguity. Can use using brackets, dashes or commas to indicate parenthesis. Can use semi-colons, colons or dashes to mark boundaries between independent clauses. Can use a colon to introduce a list. Can use bullet points consistently.

Spelling	Some words are spelt correctly using appropriate strategies such as phonics and others are phonetically plausible. Spell words by identifying sounds in them and representing the sounds with a letter or letters	Can spell words using each of the 40+ phonemes already taught. Can spell common exception words. Can spell the days of the week. Can name the letters of the alphabet in order. Using letter names to distinguish between alternative spellings of the same sound. Can add suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Use the prefix un- Can use –ing, -ed, -er and –est where no change is needed in the spelling of root words. Can apply simple spelling rules and guidance, as listed in English Appendix 1. Can write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far.	Can segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Has learnt new ways of spelling phonemes for which one or more spellings were already known, and learnt some words with each spelling, including a few common homophones. Can spell common exception words. Can spell more words with contracted forms. Can use the possessive apostrophe (singular) for example, the girl's book. Can distinguish between homophones and near-homophones. Can add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly. Can apply simple spelling rules and guidance, as listed in English Appendix 1. Can write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far.	Can use further prefixes and suffixes and understand how to add them (English Appendix 1). Can spell further homophones (English Appendix 1). Can spell words that are often misspelt (English Appendix 1). Can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. Can use the first two or three letters of a word to check its spelling in a dictionary. Can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Can use further prefixes and suffixes and understand the guidance for adding them. Can spell some words with 'silent' letters [for example, knight, psalm, solemn]. Can distinguish between homophones and other words which are often confused. Can use knowledge of morphology (root word, prefix, suffix) and etymology (history /origin) in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Can use dictionaries to check the spelling and meaning of words. Can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Can use a thesaurus.

Handwriting **(see separate handwriting scheme for further detail)**	Children begin to show some accuracy in mark making activities such as drawing and writing. They use a secure hold to write comfortably and effectively. Write recognisable letters, most of which are correctly formed. They **write** simple sentences which can be read by themselves and others with some words spelt correctly using appropriate strategies such as phonics and common exception words.	Can sit correctly at a table, holding a pencil comfortably and correctly. Is beginning to form lower case letters in the correct direction, starting and finishing in the right place. Can form capital letters. Can form digits 0-9. Understands which letters belong to which handwriting 'families' (I.e. letters that are formed in similar ways) and to practise these.	Can form lower-case letters of the correct size relative to one another. Has started using some of the diagonal and horizontal strokes needed to join letters, and understand which letters, when adjacent to one another, are best left unjoined. Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Can use spacing between words that reflects the size of the letters.	Can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Can write with increased legibility, consistency and quality [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	**Can write legibly, fluently and with increasing speed by:** choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

Writing for a Purpose

Writing for a purpose
(Success Criteria)
(Examples of ARE adverbials and conjunctions)

Text types	Years 1&2	Years 3&4 (including years 1&2 features)	Years 5&6 (including years 3&4 features)
Narrative	Time sequenced Begin to differentiate between past and present Accurate punctuation Expanded noun phrases Adverbs First, then, next, after, later, the next day And, but, so, or, when	Paragraphs (or verses) organised in time sequence Detailed description (use the 5 senses) using expanded noun phrases Show not tell Correctly punctuate dialogue Fronted Adverbials Introduce similes and alliteration In the forest, Under the stars Soon, meanwhile, as, later, carefully, without a thought, If, when, because, while, as, until, whenever, once	Range of tenses to indicate changes in time, sequence etc. Build cohesion within and across paragraphs. Describe settings, characters and atmosphere Integrate dialogue to convey character and advance action Appropriately use vocabulary typical of formal/informal speech depending on the audience, character speaking etc. Relative clauses (who, which, where, when, whose, that) Colons, semi-colons and dashes to separate and link ideas. Brackets, dashes or commas to indicate parenthesis. Silently, within moments, all night, nearby, under the treetops, never before, -ing openers, -ed openers might, should, will, must, perhaps, surely (modal verbs)
Playscripts	N/A	Includes a cast list at the start Use a narrator Use format with speaker's name, a colon and no speech marks Add a new line for each piece new speech Split into scenes Add stage directions for speech and movement using brackets in the present tense	Consider how the play will be performed by introducing and describing each scene (when/where) New scene every time the setting changes (place or time) Ellipsis to show a character is thinking/stuttering Capitals or italics used for emphasis
Diary	Include date and time Write in the 1st person and past tense Write about important events Describe feelings	Introduction to set the scene Chronological order Emotion vocabulary (show don't tell) Time conjunctions and adverbials (e.g. after that, before lunch, until sunset)	Introduction to set the scene and create atmosphere Informal style Paragraphs to organise writing, including an introduction and conclusion
Recount	Write in the past tense Explain what happened Tell events in order Use time words (later, in the morning...)	Use of 1st person Paragraphs to organise ideas in chronological order Including relevant detail and description Include opinions	Use of the past perfect e.g. I was walking, the children had tried, earlier in the day, the owls had hunted Adapt degrees of formality and informality to suit the text Create cohesion within and across paragraphs

	Use interesting verbs and adjectives to make it more exciting for the reader	Use of fronted adverbials Extend sentences with a range of conjunctions	
Letter	Include to/dear, from to begin and end the letter. Date Written in the present tense.	Use of 1st person Include the sender's address Formal/ informal language based on the purpose Include an appropriate greeting and closing Introduction and conclusion	Paragraphs organised around a theme Places where the writer addresses the recipient directly
Instructions	Present tense Imperative verbs and adverbs to begin each step Use appropriate topic related vocabulary Use time conjunctions Use clear descriptions.	Headings and subheadings List of what is needed Introduction and conclusion sentence Use adverbs, conjunctions and prepositions to show time Order information chronologically Bullet points	Use organisational devices to structure writing Introduction with questions to interest the reader Include tips and extra advice for the reader
Explanation	Clear headings Short, clear sentences. Relevant vocabulary Written in present tense	Question as a title Short opening that includes a question Stages of the process in chronological order Technical vocabulary included with a glossary explanation Diagrams and illustrations with captions Headings and subheadings Time conjunctions and adverbials	Detailed information about the topic Causal conjunctions and adverbials (consequently, for this reason, in order to, subsequently, otherwise etc.) Organisational and presentational devices to structure the text Summary at the end
Information (non chronological)	E.g. non-fiction book, information leaflet, fact sheet or fact file. Title Introduction Information organised into sections Each section given a sub-heading Include facts	Include an introductory paragraph Titles and subheadings Use of technical words to do with the subject Organise information into paragraphs about a theme Rhetorical questions	Introduction giving the reader some brief information about the topic Organisational devices to structure the text (e.g. subheadings, bullet points) Formal tone End with a summary
Newspaper reports	Headline Include pictures with captions Written in past tense	Summarise content (Using the 5 W's) Writing a quote using direct speech Recount events in chronological order Use of past tense Link paragraphs with time connectives Create an attention-grabbing headline and final line	Correctly punctuate reported and direct speech Alliteration or a pun for the headline Cohesion within and across paragraphs

Biography	Appropriate use of present and past tense May include images First, firstly, next, after, later And, but, so, if , or, when because	Paragraphs used to group related ideas Subheadings to label content Ideas could be built around an image Use techniques to highlight key vocab. (e.g. bold, underlining) Before, soon, also, in addition, however When, before, while, after, because, if	Build cohesion across paragraphs Headings/ sub-headings Use of technical vocabulary Bullet points May include a glossary Meanwhile, at first, after, furthermore, despite, as a result, consequently, due to, for example Although, as,
Persuasive writing (adverts, speeches etc.)	Include an opening statement, arguments and conclusion. Written in present tense. Use persuasive phrases e.g. I strongly believe, it is worrying that... Time connectives to build argument.	Use of 2nd person Planned repetition Facts and statistics Persuasive adjectives and emotive language Rhetorical questions Imperative verbs Summarise or conclude information Firstly, also, on the other hand, in addition, however, therefore, in conclusion As a result, consequently If, because, unless, so, and, but, even if, when **Link to oracy sentence starters**	Rhetorical questions Personal pronouns Hyperbole Subjunctive mood (if I were you, it is vital that, I propose that...) Furthermore, nevertheless, in contrast, consequently Although, since, rather, whereas, in order to, whenever, whether might, should, will, must, perhaps, surely (modal verbs) **Link to oracy sentence starters**
Balanced arguments	NA	Rhetorical questions Paragraphs to structure arguments **Link to oracy sentence starters**	Rhetorical questions Use of subjunctive form Paragraphs to structure arguments Maintain formal/ impersonal tone Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion If, because, although, unless, since, even if, rather, whereas, in order to, whenever, whether, **Link to oracy sentence starters**

Curriculum end points- what are we trying to achieve?

Learning to write is one of the most important skills children learn during the primary years. It makes a major contribution to the development of a child's language which, in turn, contributes to the child's understanding of his or her world, the world of others and the world of imagination. We aim to make learning to write fun and offer meaningful scenarios in which to apply children's developing skills throughout the ACE curriculum!

EYFS (linked to ELG number)	KS1	KS2
• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (7) • Write recognisable letters, most of which are correctly formed (10) • Spell words by identifying sounds in them and representing the sounds with a letter or letters (10) • Write simple phrases and sentences that can be read by others (10) • Invent, adapt and recount narratives and stories with peers and their teacher (17)	• write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words (linked to NC word lists) • form capital letters and digits of the correct size, orientation and relationship to one • another and to lower-case letters • use spacing between words that reflects the size of the letters.	• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the

		spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed.
	Working at greater depth: • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • make simple additions, revisions and proof-reading corrections to their own writing • use the punctuation taught at key stage 1 mostly correctly (linked to NC appendices) • spell most common exception words (linked to NC appendices) • add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly) • use the diagonal and horizontal strokes needed to join some letters.	**Working at greater depth:** • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • distinguish between the language of speech and writing and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.