



Ash Grove Primary Academy – Whole School Progression of Writing Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning /drafting writing	<p>Compose sentences orally before writing</p> <p>FICTION Retell and sequence stories orally and using story maps, story mountain, writing frames, washing lines, puppets and props. Understand that stories have 3 parts – beginning/middle/end</p> <p>Use known stories to begin to innovate and create own versions</p> <p>NON-FICTION Begin to write the following genres – Letters poetry descriptions of characters and settings Simple non chronological reports</p>	<p>Write for a range of purposes and develop stamina Compose sentence orally before writing</p> <p>FICTION Secure the use of planning tools so that children can plan a three-part story independently.</p> <p>Introduce the 5 part story of – Opening - Once upon a time... Build-up -One day... Problem / Dilemma - Suddenly,../ Unfortunately,... Resolution- Fortunately,... Ending - Finally,</p> <p>NON-FICTION Layout: Heading Introduction - Opening factual statement Middle section(s)-Simple factual sentences around a <i>theme</i> Bullet points for instructions Labelled diagrams Ending - Concluding sentence</p>	<p>Discuss and record ideas Use similar writing (texts) and learn from their structures and vocabulary</p> <p>FICTION Paragraphs to organise ideas into each story part Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma – include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning</p>	<p>Discuss and record ideas Use similar writing (texts) and learn from their structures and vocabulary</p> <p>FICTION Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>NON-FICTION Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives.</p>	<p>Identify audience and purpose for writing Draw on own reading a research to plan writing Consider how to develop characters and settings</p> <p>FICTION Use a range of planning strategies (story maps, grids, flow diagrams etc)</p> <p>Paragraphs to organise ideas into each story part and use dialogue to move the action on and show characterisation</p> <p>Secure knowledge of use of 5 part story including starting at different points as flashbacks</p> <p>NON-FICTION Understand the layout for various non-fiction texts and use appropriate features and maintain a viewpoint</p>	<p>Identify audience and purpose for writing Draw on own reading a research to plan writing Consider how to develop characters and settings</p> <p>FICTION Use a range of planning strategies (story maps, grids, flow diagrams etc)</p> <p>Paragraphs to organise ideas into each story part and use dialogue to move the action on and show characterisation</p> <p>Secure knowledge of use of 5 part story including starting at different points as flashbacks</p> <p>NON-FICTION Understand the layout for various non-fiction texts and use appropriate features</p> <p>Express a balanced argument</p>



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			<p>NON-FICTION</p> <p>Paragraphs to organise ideas around a theme</p> <p>Introduction -</p> <p>Develop hook to introduce and tempt reader in e.g.</p> <p><i>Who....? What....?</i></p> <p><i>Where....?</i></p> <p><i>Why....? When....?</i></p> <p><i>How....?</i></p> <p>Middle Section(s)</p> <p>Group related ideas /facts into paragraphs</p> <p>Sub headings to introduce sections / paragraphs</p> <p>Topic sentences to introduce paragraphs</p> <p>Lists of steps to be taken</p> <p>Bullet points for facts</p> <p>Develop Ending</p> <p>Personal response</p> <p>Extra information / reminders e.g.</p> <p>Information boxes/</p> <p>Five Amazing Facts</p> <p>Wow comment</p>	<p>Use of bullet points, diagrams</p> <p>Introduction/ Middle section(s) /Ending - could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>		<p>Use formal and informal styles linking to audience/genre</p>
Editing	<p>Re-read what they have read to check it makes sense</p> <p>Talk about their work with others</p>	<p>Discuss their work with a teacher and make simple edits including –</p> <p>Making sure their writing makes sense</p>	<p>Evaluate own and others writing and suggest improvements</p> <p>Check the accurate use of pronouns in writing</p>	<p>Evaluate own and others writing and suggest improvements</p>	<p>Evaluate own and others writing and suggest improvements</p> <p>Propose changes to grammar, vocabulary</p>	<p>Evaluate own and others writing and suggest improvements</p> <p>Propose changes to grammar, vocabulary</p>



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		<p>Verbs are correct</p> <p>Check basic spelling errors</p> <p>Check basic punctuation errors</p>	<p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Proof read for spelling and punctuation errors</p>	<p>Check the accurate use of pronouns in writing</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Proof read for spelling and punctuation errors</p>	<p>and punctuation to enhance effects and clarify meaning</p> <p>Ensure correct subject verb agreement</p> <p>Distinguish between spoken and written language and where it is appropriate to use</p> <p>Proof read for spelling and punctuation errors</p>	<p>and punctuation to enhance effects and clarify meaning</p> <p>Ensure correct subject verb agreement</p> <p>Distinguish between spoken and written language and where it is appropriate to use</p> <p>Proof read for spelling and punctuation errors</p>
<p>Reading aloud and performance</p>	<p>Read their writing clearly enough that it can be heard by others</p>	<p>Read aloud their written work with appropriate intonation to make meaning clear</p>	<p>Read aloud their own writing to a group or whole class, using the appropriate intonation and controlling tone and volume so that the meaning is clear</p>	<p>Read aloud their own writing to a group or whole class, using the appropriate intonation and controlling tone and volume so that the meaning is clear</p>	<p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>	<p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>