

Writing Progression KS2

	Year 3	Year 4	Year 5	Year 6
How writing is taught/marked	<p>Children in KS2 are encouraged to write for a range of purposes across a range of genres and for different audiences. Children may be introduced to writing with a stimulating topic or hook. Children will be exposed to a range of ‘lead up’ tasks which will develop their language, comprehension and vocabulary. This learning journey will provide them with strategies to support with their writing.</p> <p>Children will be more confident to plan their writing using a range of strategies. Children will be encouraged to share ideas and ‘magpie’ vocabulary for their writing, through the use of teacher modelling and peer support. They will analyse similar writing as models for their own, in order to learn from its structure, vocabulary and grammar.</p> <p>After this learning journey, children should feel confident to write their ideas independently, using the learning tools and resources available to them in their classroom e.g. word walls, planning formats etc. Support may be given during a shared or guided write. Feedback (verbal or written) should be given to children during the writing process so that children can continuously reflect on their writing. Children in KS2 should be self-reflective and confident in up-leveilling and correcting their own work.</p> <p>As a result of teacher feedback, children should be aware of their achievements in writing and what their next steps are, with reference to the YGEs. Children should be given time to reflect on their writing and edit their work following the marking scheme. Children should also be given the opportunity to redraft part of their work (where appropriate) or be given further extension tasks e.g. to write for a different purpose/audience etc.</p>			
Key Vocabulary for children	<p>EYFS: fiction/non-fiction, story, recount, poem, rhyme, label, lower case letters, capital letters, sentence, question Year 1: heading, title, conjunction, adjectives, verbs Year 2: statement, exclamation, command, subordination, co-ordination</p>			
	Year 3: adverbs, prepositions, paragraphs, subheadings	Year 4: adverbial phrase, fronted adverbials	Year 5:	Year 6:

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Word of the Day	How does each year group implement word of the day? How are words chosen?		
Handwriting	<p>Children use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un joined.</p> <p>Increase the legibility, consistency and quality of their handwriting e.g. ensuring that the downstrokes of letters and parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.</p>		<p>Children write legibly, fluently and with increasing speed.</p> <p>Children choose which shape of letter to use when given choices and decide whether or not to join specific letters.</p> <p>Children choose the writing implement that is best suited for the task.</p>
Text types covered	<p>Fiction: setting description, character description, familiar setting, fairy tales, adventure, play script.</p> <p>Non-fiction: postcard, letter (formal and informal), diary, persuasive, explanation, non-chronological report, recount.</p> <p>Poetry:</p>	<p>Fiction: character description, setting description, myths, play script</p> <p>Non-fiction: diary, explanation, non-chronological report, persuasion (poster, letter and speech)</p> <p>Poetry: free verse, structured poems</p>	<p>Fiction: character description, setting descriptions, science fiction, fairy tales, adventure, myths, legends, fiction from literary heritage, playscript.</p> <p>Non-fiction: biography, explanation, diary, non-chronological report, persuasion (speech, letter), discussion (letter)</p> <p>Poetry: structured poems</p>
Sentence types/structure	<p>Using conjunctions (when, so, before, after, while, because)</p> <p>Using adverbs and prepositions.</p>	Varying sentence structure , using different openers.	Children consolidate the difference between structures typical of informal speech and structures appropriate for formal speech.

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	<p>Experimenting with adjectives to create impact.</p> <p>Using verbs in the 1st, 2nd and 3rd person.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p>	<p>Using adverbial phrases e.g. biting cold wind.</p> <p>Using the appropriate choice of noun or pronoun.</p> <p>Using fronted adverbials.</p>	
Transcription	Children write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Cohesion	<p>Using headings and sub-headings.</p> <p>Introduction to paragraphs as a way to group related material.</p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Using paragraphs to organise ideas around a theme.</p>	<p>Devices are used to build cohesion within a paragraph e.g. adverbials, tense choices.</p> <p>Consider how words are related by their meaning as synonyms.</p> <p>Using a wider range of cohesive devices e.g. adverbials, repetition, ellipsis.</p>
Composition			
Planning	Children discuss and analyse writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar .		Children identify the audience and purpose of the writing, selecting the appropriate planning form and using other similar writing as models for their own.

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	<p>Children discuss and record their initial ideas – <i>this may be verbally or using a particular planning frame or structure.</i></p> <p><i>What planning frames are used?</i></p>	<p>When planning narratives, children consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p> <p><i>What planning frames are used?</i></p>
Writing	<p>Children compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Children organise paragraphs around a main theme.</p> <p>In narratives, children create settings, characters and plots.</p> <p>In non-fiction writing, children use simple organisational devices e.g. headings and subheadings</p>	<p>Children select the appropriate SPaG, understanding how such choices can change and enhance meaning.</p> <p>In narratives, children describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action.</p> <p>In non-fiction writing, children use further organisation and presentational devices to structure text and to guide the reader e.g. headings, bullet points.</p> <p>Children use a wide range of devices to build cohesion within and across paragraphs e.g. using adverbials, tense choices, repetition, ellipsis.</p>
Editing/redrafting	<p>Children assess the effectiveness of their own and others' writing and suggest improvements, proposing changes to SPaG to improve consistency, including the accurate use of pronouns.</p>	<p>Children propose changes to SPaG to enhance the effects of writing and to clarify meaning.</p> <p>Children assess their writing ensuring the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>
Performance	<p>Children read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Children perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>

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