High Ercall Primary School
Progression in writing

Date: July 2024	Subject Lead: Lauren D'Angelillo	Review: July 2025

Curriculum Intent: At High Ercall we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing.

The writing curriculum is clearly sequenced to develop substantive knowledge. We want pupils to acquire a wide vocabulary; a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school.

The writing curriculum is clearly sequenced to develop disciplinary knowledge. We know that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement, and that of others, in all pieces of writing, editing their work effectively during and after the writing process.

We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to support the skills being taught in school.

It is essential that by the end of their time at High Ercall in Year 6, our pupils can write with confidence, and enjoyment for a range of writing purposes, to use their knowledge and skills in any subject in their secondary education. It is also essential for us that our children have developed the knowledge of a range of genre, to write for entertainment as well as for information, and through this use a wide vocabulary which they can apply to all subjects. In this, reading and writing are intrinsically linked.

Curriculum Expectations: We follow the National Curriculum expectations for writing and expect that our pupils will have met or exceeded the expected standards for Year 6 pupils. Our writing targets extend to expectations in Year 7, both nationally and for our local feeder schools, to support transition into secondary school. We expect our children to develop the substantive knowledge in writing (transcription and composition) progressively as they move through school. Phonics is taught systematically through from Reception, and this supports the development of phonological skills within spelling, as well as recognising and spelling key words. There are clear expectations set out in the curriculum for each year group, and targets set across school. By Year 6 we also expect our children to be able to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. This is built into our writing curriculum and targets for the children.

Links with reading and writing		Links to school key drivers	
	Reading a text, appropriate in age and content	**Resilience:** Planning, writing, editing, peer collaboration all require resilience and perseverance. Work in peers is a good opportunity to develop skills, in a supportive way.	
	Analysing a text studied in terms of structure and language		
	Studying, learning, practising grammatical and vocabulary skills	**Outdoor Learning:** Use of the outdoor space as stimulus for all different writing purposes. Make links too across the curriculum.	
	Short writing composition tasks to respond to reading and learning		
	Planning a longer piece	**Diversity:** Use reading models from a range of themes, backgrounds, characters to support writing. Include other stimuli for writing which will include opportunities for writing about other cultures.	
	Draft first piece		
	Evaluate through proofread and edit peer or self		
	Re-draft in short or longer sections depending on age / ability		

	Year 3	Year 4	Year 5	Year 6
Text Structure Fiction	**Fiction: To entertain** **Expected:** 1.Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid 2.Plan opening around character(s), setting, time of day and type of weather 3.Paragraphs **Introduce** 4.Extended vocabulary and sentences within 5 part story: •Opening including detailed description of setting or characters •Build-up – build up suspense towards the dilemma	**Fiction: To entertain** **Expected:** 1.Secure use of planning tools: Story map / story mountain/ story grids/ 'Boxing-up' grid 2.Plan opening – description / action 3.Paragraphs - to organise, to indicate change in time or place 4.Extended vocabulary and sentences within developed 5 part story: •Opening including detailed description of setting or characters •Build-up – build up suspense towards the dilemma •Problem / Dilemma – include detail with actions and dialogue	**Fiction: To entertain** **Expected:** 1.Independent use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid 2.Plan opening – description / action / dialogue 3.Paragraphs - to organise, to indicate change in time or place, 4.Use connecting phrases within and between paragraphs to build cohesion 5.Extended vocabulary and sentences within developed 5 part story: •Opening including detailed description of setting or characters / use of dialogue – may include flashbacks •Build-up – build up suspense techniques	**Fiction: To entertain** **Expected:** 1.Independent use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid 2.Include: suspense, cliff hangers, flashbacks, time slips 3.Paragraphs - secure use of cohesive devices: connecting phrases, synonyms, pronouns 4.Start the story at any point of the 5 part structure (see Y5) 5.Secure development of characterisation

	•Problem / Dilemma – include detail with actions and dialogue •Resolution – should link with the problem •Ending – clear ending links back with the start – show how the character feels now or has changed	•Resolution – should link with the problem – distinctly different to the ending •Ending – clear ending links back with the start – reflection of character or events	•Problem / Dilemma – include detail with actions and dialogue – maybe more than one problem •Resolution – should link with the problem – distinctly different to the ending •Ending – clear ending links back with the start – reflection of character or events	
Text Structure Non-Fiction	**Non-fiction: To inform, To persuade** **Expected:** 1.Secure use of planning tools: Text map / washing line / 'Boxing –up' grid 2.Paragraphs – organise ideas around a theme 3.Introduction: •Heading 4.Middle section(s): •Group related ideas / facts into sections •Sub headings to introduce sentences /sections •Use of lists – what is needed / lists of steps to be taken - Bullet points for facts, diagrams 5.Ending – develop further •Personal response **All text types:** 6.The consistent use of present tense versus past tense throughout all texts 7.Use of the perfect form of verbs – present perfect instead of simple past: 'he has left his hat behind' instead of 'he left his hat behind' **Introduce:** 8.Opening: Hook to engage reader Factual statement / definition – Who? What? Where? Why? When? How? 9.Ending: Extra information – fact boxes, e.g. five further facts… 10.Ending: Final wow comment	**Non-fiction: To inform, To persuade** **Expected:** 1.Secure use of planning tools: Text map / washing line / 'Boxing –up' grid 2.Paragraphs – organise ideas around a theme, logical, link between paragraphs with connecting phrases e.g as mentioned earlier, in addition, furthermore 3.Introduction: •Heading •Hook to engage reader Factual statement / definition – Who? What? Where? Why? When? How? 4.Middle section(s): •Group related ideas / facts into sections •Sub headings to introduce sentences /sections •Use of lists – what is needed / lists of steps to be taken - Bullet points for facts, diagrams 5.Ending – develop further •Personal response •Extra information – fact boxes, e.g. five further facts… •Final wow comment **All text types:** 6.The consistent use of present tense versus past tense throughout texts 7.Use of the perfect form of verbs – present perfect instead of simple past: 'he has left his hat behind' instead of 'he left his hat behind' 8.Appropriate choice of pronouns / nouns / to aid cohesion – within and across sentences **Introduce:** 9.Use of the topic sentence to start paragraphs 10.Appropriate choice of synonyms to aid cohesion – e.g the bat, the creature, beast	**Non-fiction: To inform, To persuade** **Expected:** 1.Independent use of a range of planning tools 2.Paragraphs – organise ideas around a theme, logical, 3.Use connecting phrases within and between paragraphs to build cohesion 4.Develop the use of the topic sentence to start paragraphs 5.Introduction: •Heading •Hook to engage reader Factual statement / definition – Who? What? Where? Why? When? How? 6.Middle section(s): •Group related ideas / facts into sections •Sub headings to introduce sentences /sections 7.Ending – develop further •Personal response / clear summary **All text types:** 8.Consistent and varied use of verb forms 9.Appropriate choice of pronouns / synonyms / adverbs to aid cohesion within and between paragraphs. **Introduce:** 10.The consistent viewpoint across the text 11.Use of rhetorical questions	**Non-fiction: To inform, To persuade, To discuss** **Expected:** 1.Independent use of a range of planning tools 2.Use a variety of text layouts appropriate to purpose 3.Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions 4.Paragraphs - secure use of cohesive devices: connecting phrases, synonyms, pronoun **All text types:** 5.The consistent viewpoint across the text 6.Consistent and varied use of verb forms 7.Use different techniques to conclude texts **Introduce:** 8.Cohesive devices: •Semantic cohesion – repeated word or phrase •Adverbials – on the other hand, as a consequence •Elision layout devices – headings, bullets, tables 9.Use of formal / informal styles appropriate to the writing
Sentence	**Expected:** 1.Adverb starters to add detail: Carefully, she crawled along the floor… 2.Adverbial starters to add 'where', when' or 'how' (fronted adverbials) •A few days ago, we discovered… •At the back of my eye, …. •In a strange way, he…..	**Expected:** 1.Varied length of sentences: Long to add description and information, short to make key points or for emphasis 2.Start sentences with a simile 3.Adverbial starters to add 'where', when' or 'how' (fronted adverbials) including commas •A few days ago, we discovered… •At the back of my eye, …. •In a strange way, he…..	**Expected:** 1.Secure variety of sentence lengths: simple / embellished simple / complex. Use for different purposes. Change length of sentences for meaning / effect 2.Elaborate fronted adverbial phrases •Beyond the dark gloom of the cave,… 3.Compound and complex sentences - using a range of coordinating and subordinating conjunctions 4.'ing' clauses as sentence starters: expand further	**Expected:** 1.Secure variety of sentence lengths: simple / embellished simple / complex. Use for different purposes. Change length of sentences for meaning / effect 2.Moving sentence chunks around for different effects – experiment and make deliberate choices. 3.Elaborate fronted adverbial phrases •Beyond the dark gloom of the cave,…

	3.Compound sentences using connectives (coordinating conjunctions) and/or/ but/so/nor/yet 4.Additional subordinating conjunctions: while, when, that, if, until, although, meanwhile, therefore 5.Prepositions to express time or place: before, after, during, in **Introduce:** 6.'ing' clauses as sentence starters: •Sighing, the boy finished his homework. 7.Complex sentences: Use of 'who / which/ whose / that' (relative clause) •The girl, whose hair was jet black, raced through the street. 8.Sentence of 3 for description: (extended from list of 3 for description) •Rainbow dragons are covered with multi-coloured scales, have enormous red eyes and swim on the surface of water. 9.Topic sentences to introduce non-fiction paragraphs: •Dragons are found across the world 10.Varied length of sentences: Long to add description and information, short to make key points or for emphasis	4.Compound sentences using coordinating conjunctions - and/or/ but/so/ for/nor/yet (FANBOYS) 5.Additional subordinating conjunctions: while, when, that, if, until, although, meanwhile, therefore 6.'ing' clauses as sentence starters: expand further •Sighing as he looked at his books, the boy began his homework. 7.Expanded noun phrases – modified by adjectives, nouns and prepositional phrases: the strict teacher becomes: the strict maths teacher with curly hair **Introduce:** 8.'ed' clauses as starters •Frightened, the weary soldier made his way towards to front line. 9.Drop in 'ing' clause •Jane, laughing at the teacher, fell from her chair. 10.Complex sentences: Use of 'who / which/ whose / that' (relative clause) •The girl, whose hair was jet black, raced through the street. 11.Sentence of 3 for action: •Sam rushed down the road, jumped on the bus and sank into the chair. 12.Dialogue – use verb+ adverb	•Sighing as he looked at his books, the boy began his homework. 5.Expanded 'ed' clauses as starters: •Encouraged by the bright light, Jane set off for her early morning walk. 6.Drop in 'ing' clause •Jane, laughing at the teacher, fell from her chair. 7.Complex sentences using relative clauses – brackets, dashes or commas for parenthesis •The girl, whose hair was jet black, raced through the street. 8.Sentence of 3 for action: •Sam rushed down the road, jumped on the bus and sank into the chair. 9.Expanded dialogue – use speech + verb + action •"Stop!" he shouted, picking up a stick and racing after the thief. 10.Expanded noun phrases – modified by adjectives, nouns and prepositional phrases **Introduce:** 11.Use a range of verb forms including modals for degrees of possibility: might, will, could including the perfect form. 12.Moving sentence chunks around for different effects – experiment and make deliberate choices. 13.Drop in 'ed' clause: •Poor Tim, exhausted by so much effort, raced home.	4.Compound and complex sentences - using a range of coordinating and subordinating conjunctions 5.'ing' clauses as sentence starters; expanded 'ed' clauses as starters: •Sighing as he looked at his books, the boy began his homework. •Encouraged by the bright light, Jane set off for her early morning walk. 6.Drop in 'ing' clause; drop in 'ed' clause: •Jane, laughing at the teacher, fell from her chair. •Poor Tim, exhausted by so much effort, raced home. 7.Complex sentences using relative clauses •The girl, whose hair was jet black, raced through the street. 8.Sentence of 3 for action: •Sam rushed down the road, jumped on the bus and sank into the chair. 9.Expanded noun phrases to convey complicated information concisely 10.Expanded dialogue – use speech + verb + action •"Stop!" he shouted, picking up a stick and racing after the thief. 11.Use a range of verb forms including modals for degrees of possibility: might, will, could **New expected content for Year 6:** 12.Use of the semi-colon, colon and dash to mark the boundary between independent clauses 13.Use active and passive verb constructions 14.Use of the subjunctive form in very formal writing: If I were… Were they to come in… 15.Developed use of rhetorical questions for persuasion
Language	**Expected:** 1.Prepositions: inside, outside, towards, across, under, through, by the side of 2.Alliteration: dangerous dragon, slimy snake 3.Similes using as….:as tall as a house, as red as a radish 4.Two adjectives to describe a noun: The scary, old woman 5.Adverbs for description: The snow fell gently 6.Adverbs for information: Lift the pot carefully 7.Powerful verbs: stare, tremble, slither 8.Suffixes: -ness, -er, -ful, -less 9.Prefixes – extend understanding: e.g super-, anti-, auto- **Introduce / consolidate from Year 2:**	**Expected:** 1.Prepositions: at, underneath, since, towards 2.Conditionals: could, should, would 3.Adverbs for description: The snow fell gently 4.Adverbs for information: Lift the pot carefully 5.Powerful verbs: stare, tremble, slither 6 More specific technical or deliberately chosen vocabulary to describe 7.Proper nouns – define 8.Plural and possessive s – the grammatical difference 9.Suffixes and prefixes 10.Word families around common words: teach / teacher / teaching	**Expected:** 1.Prepositions: at, underneath, since, towards 2.Conditionals: could, should, would 3.Adverbs for description: The snow fell gently 4.Adverbs for information: Lift the pot carefully 5.Powerful verbs: stare, tremble, slither 6.Developed technical or deliberately chosen vocabulary to describe 7.Proper nouns – define 8.Plural and possessive s – the grammatical difference 9.Suffixes and prefixes 10.Verb prefixes: dis-, de-, re-, over-, mis- 11.Converting nouns / adjectives into verbs: -ate, -ise, -ify	1.Prepositions: at, underneath, since, towards 2.Conditionals: could, should, would 3.Adverbs for description: The snow fell gently 4.Adverbs for information: Lift the pot carefully 5.Powerful verbs: stare, tremble, slither 6.Developed technical or deliberately chosen vocabulary to describe 7.Proper nouns – define 8.Plural and possessive s – the grammatical difference 9.Suffixes and prefixes 10.Verb prefixes: dis-, de-, re-, over-, mis- 11.Converting nouns / adjectives into verbs: -ate, -ise, -ify

	10.More specific technical or deliberately chosen vocabulary to describe 11.Word families around common words: teach / teacher / teaching 12.Use of determiners to be grammatically correct: a/an. Use of determiners to make choices: the cat / a cat / one cat / many cats	11.Use of determiners to be grammatically correct: a/an. Use of determiners to make choices: the cat / a cat / one cat / many cats	12.Use of determiners to be grammatically correct: a/an. Use of determiners to make choices: the cat / a cat / one cat / many cats **Introduce:** 13.Metaphor 14.Personification 15.Use of empty words for suspense 16.Morphology / etymology	12.Use of determiners to be grammatically correct: a/an. Use of determiners to make choices: the cat / a cat / one cat / many cats 13.Metaphor 14.Personification 15.Use of empty words for suspense **New expected content for Year 6:** 16.Synonyms and antonyms 17.Vocabulary for informal speech vs formal speech e.g find vs discover, go in vs enter
Punctuation	**Expected:** 1. Capital Letters: all uses 2. Full stops 3. Question marks 4. Exclamation marks 5. Speech bubble 6. Bullet points 7. Commas in a list 8. Commas after an –ly opener or a fronted adverbial 9. Inverted commas 10. Apostrophes for contraction 11. Apostrophes for possession **Introduce:** 12. Colon to introduce a list 13. Ellipses	**Consolidate** 1. Capital Letters: all uses 2. Full stops 3. Question marks 4. Exclamation marks 5. Speech bubble 6. Bullet points 7. Commas in a list 8. Commas after an –ly opener or a fronted adverbial 9. Inverted commas 10. Apostrophes for contraction 11. Apostrophes for possession (singular) 12. Colon to introduce a list 13. Ellipses **Introduce:** 14. Commas to mark clauses 15. Full punctuation within inverted commas 16. Apostrophes for plural possession	**Consolidate** 1. Capital Letters: all uses 2. Full stops 3. Question marks 4. Exclamation marks 5. Speech bubble 6. Bullet points 7. Commas in a list 8. Commas after an –ly opener or a fronted adverbial 9. Inverted commas 10. Apostrophes for contraction 11. Apostrophes for possession (singular) 12. Colon to introduce a list 13. Ellipses 14. Commas to mark clauses 15. Full punctuation for direct speech 16. Apostrophes for plural possession **Introduce** 17. Dashes 18. Brackets / dashes / commas for parenthesis 19. Clear use of commas to avoid ambiguity	Consolidate 1. Capital Letters: all uses 2. Full stops 3. Question marks 4. Exclamation marks 5. Speech bubble 6. Bullet points 7. Commas in a list 8. Commas after an –ly opener or a fronted adverbial 9. Inverted commas 10. Apostrophes for contraction 11. Apostrophes for possession (singular) 12. Colon to introduce a list 13. Ellipses 14. Commas to mark clauses 15. Full punctuation for direct speech 16. Apostrophes for plural possession 17. Dashes 18. Brackets / dashes / commas for parenthesis 19. Clear use of commas to avoid ambiguity **Introduce** 20. Semi-colon, colon, dash to mark the boundary to separate main (independent) clauses 21. Hyphens to avoid ambiguity 22. Punctuation of bullet points
Handwriting	**Expected:** 1.Ensure all cursive joins are secure. 2.Practise writing in the cursive style with pen. 3.Begin to sustain cursive style in longer pieces of writing.	**Expected:** 1.Ensure all cursive joins are secure when writing in pen. 2.Sustain cursive style in longer pieces of writing.	**Expected:** 1.Maintain legibility in joined handwriting, when writing at speed. 2.Use cursive script.	**Expected:** 1.Maintain legibility in joined handwriting, when writing at speed. 2.Use cursive script.
Spelling	**Expected:** 1.Application of taught spelling rules from Spelling Appendix 1. 2.Use of a range of techniques to proofread and check spellings	**Expected:** 1.Application of taught spelling rules from Spelling Appendix 1. 2.Use of a range of techniques to proofread and check spellings	**Expected:** 1.Application of taught spelling rules from Spelling Appendix 1. 2.Use of a range of techniques to proofread and check spellings	**Expected:** 1.Application of taught spelling rules from Spelling Appendix 1. 2.Use of a range of techniques to proof read and check spellings

	3.Spell correctly some words from the Year 3 / 4 spelling list – show evidence in writing and in spelling checks	3.Spell correctly most words from the Year 3 / 4 spelling list – show evidence in writing and in spelling checks	3.Spell correctly some words from the Year 5 / 6 spelling list – show evidence in writing and in spelling checks	3.Spell correctly most words from the Year 5 / 6 spelling list – show evidence in writing and in spelling checks