High Ercall Primary School
Progression in writing

Date: July 2026	Subject Lead: Jemma Wallace and Lauren D'Angelillo	Review: July 2027

Curriculum Intent: At High Ercall, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. Our writing curriculum is clearly sequenced to develop both substantive and disciplinary knowledge, beginning with the strong foundations that children need to become successful writers. From the earliest stages, pupils develop secure phonics knowledge, enabling them to decode, encode and spell words with increasing accuracy and confidence. Alongside this, handwriting is taught progressively so that children develop correct letter formation, fluency and stamina, leading to a neat, joined handwriting style by the end of Key Stage 2. Spelling knowledge is carefully built over time, ensuring that pupils learn and apply spelling patterns, rules and strategies effectively across the curriculum. We aim for all pupils to acquire a rich vocabulary, a secure understanding of grammar and the ability to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.

We know that effective writing is built upon a strong foundation of transcriptional skills and a clear understanding of the writing process. Dictation is used strategically across the curriculum to support cognitive load, allowing pupils to focus on specific aspects of writing, such as spelling, punctuation and sentence construction, without the additional demands of generating ideas, thereby strengthening foundational writing skills and building automaticity. As pupils progress through school, they are taught to plan, draft, refine and edit their work, developing independence in identifying areas for improvement in both their own writing and that of others. Through regular opportunities to reflect on and improve their work, children learn that writing is a process that evolves over time and that thoughtful editing strengthens the impact of their writing.

We recognise the important role that parents and carers play in supporting children's development as writers. By fostering strong home-school partnerships, we aim to help families understand how phonics, spelling, handwriting, grammar and composition are taught, enabling them to reinforce and celebrate these skills at home. By the end of Year 6, we want every pupil to be a confident, enthusiastic and capable writer who can draw upon a secure foundation of phonics, spelling, handwriting, vocabulary and grammar to write effectively for a wide range of purposes. We want our pupils to understand and enjoy writing for both information and entertainment, to appreciate the links between reading and writing, and to apply their communication skills successfully across the curriculum and into their secondary education and beyond.

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. 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. Foundational knowledge in writing is developed through a carefully sequenced approach to phonics, handwriting, spelling and sentence structure, enabling pupils to build the fluency, accuracy and confidence needed to communicate effectively as writers. 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 **Analysing a text studied in terms of structure and language** **Studying, learning, practising grammatical and vocabulary skills** **Short writing composition tasks to respond to reading and learning** **Planning a longer piece** **Draft first piece** **Evaluate through proofread and edit peer or self** **Re-draft in short or longer sections depending on age / ability**	**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. **Outdoor Learning:** Use of the outdoor space as stimulus for all different writing purposes. Make links too across the curriculum. **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.

	Year 3	Year 4	Year 5	Year 6
Text composition	**All writing:** **Expected:** 1. Use reading models to support understanding of text structure, vocabulary and grammar. 2. Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid	**All writing:** **Expected:** 1. Use reading models to support understanding of text structure, vocabulary and grammar. 2. Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid	**All writing:** **Expected:** 1. Begin to know the audience and purpose of the writing – and use writing models to support own writing. 2. Independent use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid	**All writing:** **Expected:** 1. Know the audience and purpose of the writing – and use writing models to support own writing. 2. Independent use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid

	3. Plan and organise paragraphs - to indicate change in time or place 4. Read own writing (including out loud) and that of others and start to make suggestions for improvements 5. Proof read short sections of writing for spelling and grammar errors 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' **Fiction:** 8. Create detailed settings, characters and a clear plot. 9. Extended vocabulary and sentences within developed 3 part story: • *Opening including detailed description of setting or characters* • *Problem / Dilemma – include detail with actions and dialogue* • *Ending – clear ending links back with the start –*	3. Plan and organise paragraphs - to indicate change in time or place 4. Read own writing (including out loud) and that of others and start to make suggestions for improvements 5. Proof read short sections of writing for spelling and grammar errors 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' **Fiction:** 8. Create detailed settings, characters and a clear plot. 9. Extended vocabulary and sentences within developed 3 part story: • *Opening including detailed description of setting or characters* • *Problem / Dilemma – include detail with actions and dialogue* • *Ending – clear ending links back with the start – reflection of character or events* **Non-fiction:** **Expected:**	3. Using notes and developing initial ideas in planning – including using reading as needed 4. Paragraphs - to organise, to indicate change in time or place, organise ideas logically 5. Begin to use connecting phrases within and between paragraphs to build cohesion 6. Consistent and varied use of verb forms 7. Assess the effectiveness of own writing and that of others – edit and make changes to enhance effects / clarify meaning 8. Proof read for spelling and punctuation errors 9. Perform own compositions – using intonation, volume, movement appropriately. **Fiction** 1. Plan opening – description / action / dialogue 2. Consider how to develop settings and character in stories 3. Begin to integrate dialogue within the narratives to convey character and advance action 4. Extended vocabulary and sentences within developed 5 part story: • *Opening including detailed description of setting or*	3. Use notes and developing initial ideas in planning – including using reading as needed 4. Paragraphs - to organise, to indicate change in time or place, organise ideas logically 5. Secure use of cohesive devices: connecting phrases, synonyms, pronouns 6. Consistent and varied use of verb forms 7. Assess the effectiveness of own writing and that of others – edit and make changes to enhance effects / clarify meaning 8. Proof read for spelling and punctuation errors 9. Perform own compositions – using intonation, volume, movement appropriately. **Fiction** 1. Plan opening – description / action / dialogue 2. Include: suspense, cliff hangers, flashbacks, time slips 3. Further develop settings and character 4. Integrate dialogue within the narratives to convey

	reflection of character or events **Non-fiction:** **Expected:** 1. Organise non-narratives using simple organisational devices 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 4. Middle section(s): • Group related ideas / facts into sections • Sub headings to introduce sentences /sections 5. Ending – develop further • Personal response • Extra information – fact boxes, e.g. five further facts… Introduce: 6. Use of the topic sentence to start paragraphs 7. Appropriate choice of synonyms to aid cohesion – e.g *the bat, the creature, beast*	1. Organise non-narratives using simple organisational devices 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 4. Middle section(s): • Group related ideas / facts into sections • Sub headings to introduce sentences /sections 5. Ending – develop further • Personal response • Extra information – fact boxes, e.g. five further facts… Introduce: 6. Use of the topic sentence to start paragraphs 7. Appropriate choice of synonyms to aid cohesion – e.g *the bat, the creature, beast*	*characters / use of dialogue – may include flashbacks* • *Build-up – build up suspense techniques* • *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* **Non-fiction:** **Expected:** 1. Develop the use of the topic sentence to start paragraphs 2. Begin to use organisational devices to structure the text 3. Introduction: • 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 5. Ending – develop further • Personal response / clear summary	character and advance action 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* • *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* **Non-fiction:** **Expected:** 1. Develop the use of the topic sentence to start paragraphs 2. Use organisational devices gained from reading models to structure the text: headings, bullet points, tables 3. Use a range of techniques to involve the reader – comments, questions,

				observations, rhetorical questions 4. Introduction: • Hook to engage reader Factual statement / definition – Who? What? Where? Why? When? How? 5. Middle section(s): • Group related ideas / facts into sections • Sub headings to introduce sentences /sections 6. Ending – develop further • Personal response / clear summary / fact box All text types: 7. Use of formal / informal styles appropriate to the writing
Sentence Construction	**Expected:** 1. Understanding of single clause sentences – subject / verb 2. Write dictated sentences with accuracy. 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. Understanding of single clause sentences – subject / verb 2. Write dictated sentences with accuracy. 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. Understand what a main clause is – and where it is within a sentence. 2. Write dictated sentences with accurate punctuation and spelling. 3. Secure variety of sentence lengths: simple / embellished simple / complex. Use for different purposes. Change length of sentences for meaning / effect	**Expected**: 1. Show understanding of main and subordinate clauses and their position within sentences. 2. Write dictated sentences with accurate punctuation and spelling. 3. Secure variety of sentence lengths: simple / embellished simple / complex. Use for different purposes. Change length of

	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* 8. Prepositions, conjunctions and adverbs to express time or place: before, after, during, in 9. Sentences with direct speech. 10. Topic sentences with some detail, to introduce non-fiction paragraphs: **Introduce:** 11. Dialogue – use verb+ adverb	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* 8. Prepositions, conjunctions and adverbs to express time or place: before, after, during, in 9. Sentences with direct speech. 10. Topic sentences with some detail, to introduce non-fiction paragraphs: **Introduce:** 11. Dialogue – use verb+ adverb	4. Elaborate fronted adverbial phrases • Beyond the dark gloom of the cave,… 5. Compound and complex sentences - using a range of coordinating and subordinating conjunctions 6. 'ing' clauses as sentence starters: expand further 7. Expanded 'ed' clauses as starters: • Encouraged by the bright light, Jane set off for her early morning walk. 8. Complex sentences using relative clauses – *brackets, dashes or commas for parenthesis* • The girl, whose hair was jet black, raced through the street. 9. Sentence of 3 for action: • Sam rushed down the road, jumped on the bus and sank into the chair. 10. Expanded dialogue – use speech + verb + action • "Stop!" he shouted, picking up a stick and racing after the thief.	sentences for meaning / effect 4. Moving sentence chunks around for different effects – experiment and make deliberate choices. 5. Elaborate fronted adverbial phrases • Beyond the dark gloom of the cave,… 6. Compound and complex sentences - using a range of coordinating and subordinating conjunctions 7. '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. 8. 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. 9. Complex sentences using relative clauses

			11. Expanded noun phrases – modified by adjectives, nouns and prepositional phrases 12. Use a range of verb forms including modals for degrees of possibility: might, will, could including the perfect form.	• The girl, whose hair was jet black, raced through the street. 10. Sentence of 3 for action: • Sam rushed down the road, jumped on the bus and sank into the chair. 11. Expanded noun phrases to convey complicated information concisely 12. Expanded dialogue – use speech + verb + action • "Stop!" he shouted, picking up a stick and racing after the thief. 13. Use a range of verb forms including modals for degrees of possibility: might, will, could New expected content for Year 6: 14. Use of the semi-colon, colon and dash to mark the boundary between independent clauses 15. Use active and passive verb constructions 16. Use of the subjunctive form in very formal writing: If I were… Were they to come in… 17. Developed use of rhetorical questions for persuasion
Word – language	**Expected:**	**Expected:**	**Expected:**	1. Prepositions: at, underneath, since, towards

	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 11. Use of determiners to be grammatically correct: a/an. Use of determiners to make choices: the cat / a cat / one cat / many cats	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 11. Use of determiners to be grammatically correct: a/an. Use of determiners to make choices: the cat / a cat / one cat / many cats	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 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. Modals – might / could / should / must / will Introduce: 14. Metaphor 15. Personification	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 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 New expected content for Year 6: 15. Use of empty words for suspense 16. Synonyms and antonyms 17. Vocabulary for informal speech vs formal speech

				e.g find vs discover, go in vs enter
Handwriting	**Expected:** 1. The sizing of all letters is consistent and ascenders / descenders clear. 2. It is clear that capital letters and some letters are not joined. 3. Ensure all cursive joins are secure when writing in pen. 4. Sustain cursive style in longer pieces of writing.	**Expected:** 1. The sizing of all letters is consistent and ascenders / descenders clear. 2. It is clear that capital letters and some letters are not joined. 3. Ensure all cursive joins are secure when writing in pen. 4. Sustain cursive style in longer pieces of writing.	**Expected:** 1. Make choices about which specific letters should be joined – following school handwriting scheme. 2. Ensure joined script is appropriately sized. 3. Maintain legibility in joined handwriting, when writing at speed. 4. Use cursive script.	**Expected:** 1. Maintain legibility in joined handwriting, when writing at speed. 2. Use cursive script.
Spelling	**Expected:** 1. Use further prefixes and suffixes – understand root words and how to add prefixes and suffixes. 2. Spell and know further homophones 3. Application of taught spelling rules from Spelling Appendix 1. 4. Use of a range of techniques to proof read and check spellings 5. Spell correctly most words from the Year 3 / 4 spelling list – show evidence in writing and in spelling checks	**Expected:** 1. Use further prefixes and suffixes – understand root words and how to add prefixes and suffixes. 2. Spell and know further homophones 3. Application of taught spelling rules from Spelling Appendix 1. 4. Use of a range of techniques to proof read and check spellings 5. Spell correctly most words from the Year 3 / 4 spelling list – show evidence in writing and in spelling checks	**Expected:** 1. Application of taught spelling rules from Spelling Appendix 1 – including silent letters, homophone. 2. Use of a range of techniques to proof read and check spellings 3. Spell correctly some words from the Year 5 / 6 spelling list – show evidence in writing and in spelling checks	**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 most words from the Year 5 / 6 spelling list – show evidence in writing and in spelling checks
Punctuation	**Consolidate** 1. Capital Letters: *all uses*	**Consolidate** 1. Capital Letters: *all uses*	**Consolidate** 1. Capital Letters: *all uses*	1. Capital Letters: *all uses* 2. Full stops

	2. Full stops 3. Question marks 4. Exclamation marks 5. Speech bubble 6. Commas in a list 7. Commas after an –ly opener or a fronted adverbial 8. Inverted commas 9. Apostrophes for contraction 10. Apostrophes for possession (singular) **Introduce:** 11. Commas to mark clauses 12. Punctuation within inverted commas – use of capital letter, final punctuation 13. Apostrophes for plural possession	2. Full stops 3. Question marks 4. Exclamation marks 5. Speech bubble 6. Commas in a list 7. Commas after an –ly opener or a fronted adverbial 8. Inverted commas 9. Apostrophes for contraction 10. Apostrophes for possession (singular) **Introduce:** 11. Commas to mark clauses 12. Punctuation within inverted commas – use of capital letter, final punctuation 13. Apostrophes for plural possession	2. Full stops 3. Question marks 4. Exclamation marks 5. Speech bubble 6. Commas in a list 7. Commas after an –ly opener or a fronted adverbial 8. Inverted commas 9. Apostrophes for contraction 10. Apostrophes for possession (singular) 11. Commas to mark clauses 12. Full punctuation for direct speech 13. Apostrophes for plural possession 14. Dashes 15. Brackets / dashes / commas for parenthesis 16. Clear use of commas to avoid ambiguity 17. Use of a colon to introduce a list	3. Question marks 4. Exclamation marks 5. Speech bubble 6. Commas in a list 7. Commas after an –ly opener or a fronted adverbial 8. Inverted commas 9. Apostrophes for contraction 10. Apostrophes for possession (singular) 11. Commas to mark clauses 12. Full punctuation for direct speech 13. Apostrophes for plural possession 14. Dashes 15. Brackets / dashes / commas for parenthesis 16. Clear use of commas to avoid ambiguity 17. Use of a colon to introduce a list **Introduce** 18. Semi-colon, colon, dash to mark the boundary to separate main (independent) clauses 19. Hyphens to avoid ambiguity 20. Punctuation of bullet points 21. Ellipsis
