Whole School Writing Progression Grid

Year 3		
Handwriting	**Composition**	**Grammar & Punctuation**
Use a neat, joined handwriting style with increasing accuracy and speed. Continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. Begin to organise their writing into paragraphs around a theme. Compose and rehearse sentences orally (including dialogue) Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Make deliberate ambitious word choices to add detail. Begin to create settings, characters and plot in narratives.	**Tense:** Attempt to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. **Sentence construction:** Use 'a' or 'an' correctly throughout a piece of writing. Use a range of conjunctions, adverbs and prepositions to show time, place and cause. **Punctuation:** Use the full range of punctuation from previous year groups. Year 2: full stops, capital letters, ? ! commas for a list and apostrophes for contracted forms and possessive (singular) Punctuate direct speech accurately, including the use of inverted commas.

*For spelling see whole school spelling progression grid

Whole School Writing Progression Grid

Year 4		
Handwriting	**Composition**	**Grammar & Punctuation**
Increase the legibility, consistency and quality of handwriting (e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Consistently organise their writing into paragraphs around a theme to add cohesion to aid the reader and avoid repetition. Proof-read consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. Begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	**Tense:** Maintain an accurate tense throughout a piece of writing. Use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done' **Sentence construction:** Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases. Use fronted adverbials. Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. **Punctuation:** Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.

Whole School Writing Progression Grid

		Consistently use apostrophes for singular and **plural** possession Use of commas after fronted adverbials

Whole School Writing Progression Grid

Year 5		
Handwriting	**Composition**	**Grammar & Punctuation**
Confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way	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. Proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details. Consistently link ideas across paragraphs. Proof-read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. Consistently produce sustained and accurate writing from different narratives and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. Regularly use dialogue to convey a character and to advance the action. Perform their own compositions confidently using appropriate intonation, volume and	**Tense:** Ensure consistent and correct use of tense throughout all pieces of writing. **Sentence construction:** Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly) Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns) **Punctuation:** Use commas consistently to clarify meaning or to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis

Whole School Writing Progression Grid

	movement so that meaning is clear.	

Whole School Writing Progression Grid

Year 6

Handwriting	Composition	Grammar & Punctuation
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. Recognise when to use an unjoined style and capital letters (e.g. for filling in a form).	Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of devices to build **cohesion** within and across paragraphs. Habitually proofread for spelling and punctuation errors. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. 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 (including literary language, characterisation, structure, etc.). Select vocabulary and grammatical structures that reflect what the writing requires.	**Tense:** Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. **Sentence construction:** Use the perfect form of verbs to mark relationships of time and cause. Use of the passive to affect the presentation of information in a sentence. Use question tags in informal writing. Use the subjunctive form in formal writing. **Punctuation:** Use of the semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity.