

**ABINGDON PRIMARY SCHOOL –
Writing Progression of Knowledge**



	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3/4</u>	<u>Year 5/6</u>
Writing Composition	<p>Planning Say aloud what they are going to write about</p> <p>Drafting Compose a sentence orally before they write it</p> <p>Editing Discuss what they have written with the teacher and other pupils</p>	<p>Planning Jot down key words and new vocabulary</p> <p>Say aloud what they are going to write about</p> <p>Drafting Compose a sentence orally before they write it</p> <p>Editing Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher and other pupils</p>	<p>Planning Plan or say aloud what they are going to write</p> <p>Write down ideas/key words including new vocabulary</p> <p>Drafting Encapsulate what they want to say sentence by sentence</p> <p>Write narratives about personal experiences and those of others</p> <p>Editing Evaluate their writing with the teacher and other pupils</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p>	<p>Planning Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar.</p> <p>Drafting Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</p> <p>Organise paragraphs around a them</p> <p>Create settings, characters and plots</p> <p>Editing Assess the effectiveness of their own and other's writing suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</p>	<p>Planning Identify the audience and purpose of the writing and select the appropriate form</p> <p>Note and develop initial ideas, drawing on reading and research, where necessary</p> <p>Drafting Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning</p> <p>Precis longer passages</p> <p>Use a range of devise to build cohesion within and between paragraphs</p> <p>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Editing Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar</p>

				<p>Proof-read for spelling and punctuation errors</p> <p>and punctuation to enhance effects and clarify meaning Ensure that consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and very agreement when using singular and plural</p> <p>Proof-read for spelling and punctuation errors</p>
Handwriting	<p>sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0–9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Correctly form all lower-case letter correctly Formation of capitals and digits 0–9 using the correct size and orientation Use consistent spacing between words Begin to use diagonal and horizontal strokes to join letters</p>	<p>Horizontal and diagonal strokes needed to join letters Increase consistency, legibility and quality of handwriting</p> <p>Writing legibly, fluently and with increased speed Choosing writing style for the task</p>

Fiction Writing Progression of skills

	<u>Narrative Genre</u>	<u>Sentence Features</u>	<u>Grammatical features</u>	<u>Punctuation</u>
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written	Use of simple sentence structures.	Nouns and verbs	Capital letter and full stop
Year 1	Traditional tales Fairy tales Familiar settings Well-known stories Science-fiction Fantasy	Use of simple sentence structures. Size adjectives: big, small, enormous big, bigger, biggest Emotion adjectives: sad, angry, cross, happy Pronouns: I, she, he, they Prepositions: up, down, into, out, to, onto Time references: once upon a time, one day, happily ever after Organisational features: Clear beginning and end using story language e.g. Once upon a time, One day, In the end. Ideas grouped together in chronological order Problem and simple resolution.	Noun Consistent past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I

<p>Year 2</p>	<p>Adventure Fables Humorous Dilemmas</p>	<p>Simple adverbs to express how to do an action.</p> <p>Noun phrases to describe.</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily</p> <p>Story Starters: by the next morning, one day, as soon as Story Endings in the end, at the end of the day</p> <p>Power of 3: He leaped from his horse, charged to the gate and raised his sword.</p> <p><u>Organisational features:</u></p> <p>Sentences written in chronological order indicated by time words. Characters and setting are described in detail.</p> <p>Paragraphing for a change of time or place.</p> <p>Trigger event followed by a series of events and a conclusion.</p> <p>Correct use of pronoun Peter and Jane, they</p>	<p>Noun and noun phrase</p> <p>Progressive verb form</p> <p>Subordinating and Coordinating conjunctions</p> <p>Consistent use of tense throughout the piece</p> <p>Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives</p> <p>Third person</p>	<p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun – I</p> <p>Apostrophe for contraction Possessive apostrophe for singular nouns</p> <p>Commas in a list</p>

<p>Year 3</p>	<p>Sci-fi Dilemmas Traditional/Fairy stories Myths Familiar settings</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses</p> <p>Simile and Metaphor: ...as small as a mouth... ...strong like a bull...</p> <p>Organisational features: Time and place referenced at the start of each sentence</p> <p>Characters are introduced and who, what, when, where and why are established</p> <p>Story flows well and raises doubt and suspense</p> <p>There is a clear description of events, which are paragraphed throughout</p> <p>Cohesion throughout</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p> <p>Correct use of simple present, present progressive and present perfect</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas</p> <p>Brackets</p>

<p>Year 4</p>	<p>Adventure Mystery Historical Legends Fantasy</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Simile and Metaphor: ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face.</p> <p>Adverbs for Frequency or Subtlety: often, seldom, exactly, suspiciously, craftily</p> <p>Conjunctions to add information: moreover, furthermore, in addition, in due course</p> <p>Power of 3: He leaped from his horse, charged to the gate and raised his sword.</p> <p>Organisational features: Links between opening and resolution Links between paragraphs help to link one idea to the next.</p> <p>Paragraphs organised correctly to build up to key events</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas</p> <p>Brackets</p>

<p>Year 5</p>	<p>Historical Science-fiction Humorous Myths Fantasy Other Cultures Classics</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length</p> <p>Simile and Metaphor</p> <p>Adverbs for Frequency or Subtlety</p> <p>Repetition: The boys ran and ran until they could run no more.</p> <p>Personification: The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.</p> <p>Organisational features: Opening and resolution shape the story</p> <p>Paragraphs are varied in length and structure.</p>	<p>Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials Implied second person</p> <p>Use of modal verbs</p> <p>Pronouns used to hide the doer of the action – it crept into the woods</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>
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<p>Year 6</p>	<p>Adventure Flashbacks Mystery Science-fiction Other cultures</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length</p> <p>Active and Passive: They removed the ring from the drawer. The ring was removed from the drawer.</p> <p>Modifiers for intensity: insignificant amount, exceptionally, recently,</p> <p>Repetition: The boys ran and ran until they could run no more.</p> <p>Personification: The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.</p> <p><u>Organisational features:</u> The story is well constructed and raises intrigue. Dialogue is used to move the action on or to heighten empathy for a character. Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text.</p>	<p>Adverbs of time, manner and place</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials Implied second person</p> <p>Use of modal verbs</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p> <p>Hyphens</p>
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Progression of Skills: Non-Chronological Report

	Sentence features	Grammatical features	Punctuation
Reception	<p>Oral description of an object/person/place or thing</p> <p>Simple sentence containing an adjective</p> <p>Use of simple sentence structures. Caption Writing – Creating Facts</p>	Nouns and verbs	Capital letter and full stop
Year 1	<p>Introduction</p> <p>Ideas grouped into similarities</p> <p>Use of causal conjunctions</p> <p>Simple sentence with a capital letter and full stop.</p> <p>Use of simple sentence structures. Use of time conjunctions at the start</p>	<p>Nouns</p> <p>Past tense verbs</p> <p>Adjectives</p> <p>Time conjunctions to show chronological order</p> <p>Coordinating conjunctions to join sentences together</p>	<p>Spaces to separate words</p> <p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun – I</p>
Year 2	<p>Clear introduction to classify the subject of the report</p> <p>Grouping Information into specific paragraphs: Classification Description Habitats etc.</p> <p>Subject verb agreement within sentences and throughout</p> <p>Simple adverbs to express how to do an action</p> <p>Noun phrases to describe</p>	<p>Nouns and noun phrases</p> <p>Simple and Progressive present and past tense verb form</p> <p>Subordinating and Coordinating conjunctions</p> <p>Consistent use of tenses</p> <p>Adverbs to show when and how</p> <p>Causal conjunctions to explain</p> <p>Adding 'er' and 'est' to show comparisons in adjectives</p> <p>First and Third person</p> <p>Generalising words – many, most, some</p> <p>Use of technical vocabulary</p>	<p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun – I</p> <p>Apostrophe for contraction</p> <p>Possessive apostrophe for singular nouns</p> <p>Commas in a list</p>
Year 3/4	<p>Clear introduction and conclusion</p> <p>Paragraphs organised correctly into key ideas</p> <p>Subheadings used to organise information</p> <p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Sentences contain more than one clause using coordination and subordination</p>	<p>Adverbs of time, place and manner</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>First and third person</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations and to demonstrate excitement</p> <p>Brackets</p>
Year 5/6	<p>Introduction and conclusion provide detail and give cohesion</p> <p>Subheadings and bullets points</p> <p>Introductory sentence for each paragraph to give the main idea</p>	<p>Adverbs of time, manner and place</p> <p>Prepositional phrases and Expanded noun phrases</p> <p>Subordinate Clauses and Relative Clauses</p> <p>Variation in sentence length to support cohesion</p> <p>Use of passive and active</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>Use of modal verbs</p> <p>Reported speech as well as direct speech</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

Progression of Skills: Instructions

	Sentence features	Grammatical features	Punctuation
Reception	Oral retelling of how to make and do something Simple sentence containing imperative verb at the start (spoken and then written) Use of simple sentence structures.	Nouns and verbs	Capital letter and full stop
Year 1	Title List of Equipment/Materials Numbered Steps Use of simple sentence structures. Imperative verbs to start sentences Lists	Noun Imperative verbs Present tense verbs Adjectives Time conjunctions to show chronological order	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Opening to describe what will be achieved in the instructions Sequenced steps Diagrams and illustrations	Noun and noun phrases Imperative verbs used for clarity Simple adverbs to express how to do an action Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Goal – outline statement about what will be achieved Ingredients and equipment lists are outlined clearly Tips and suggestions and precautionary advice embedded in the text	Prepositional phrases Expanded noun phrases Subordinate Clauses Adverbs of time, manner and place Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5/6	Instructions for more complex processes (Could link with DT project)	Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Use of passive and active voice Adverbs of time manner and place Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Use of modal verbs	Brackets Dashes Colons Semi-colons

Non-Fiction Progression of Skills: Recount

	Sentence features	Grammatical features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentences recounting the event orally and then written	Nouns and verbs	Capital letter Full stop
Year 1	Title Introductory sentence to show – who, what, when, where and why Series of sequences defining the passing of time Simple ending	Use of time conjunctions at the start of sentences Nouns Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Title Clear introduction and conclusion Ideas organised into chronological paragraphs demonstrating the passing of time	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Subordinating and Coordinating conjunctions Consistent use of tense throughout Adverbs to show when and how First person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Title Introduction to give a clear understanding of what they text will be about Concluding paragraph to summarise the overall impact Links between sentences and paragraphs to navigate the reader Paragraphs organised around key events Elaboration within paragraphs to develop: description, action and feelings	Prepositional phrases Expanded noun phrases Subordinate Clauses Adverbs of time, manner and place Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Brackets
Year 5/6	Fully developed introduction and conclusion to include personal responses Paragraphed events, which are detailed and engaging Clear chronology throughout the piece by directing the reader to time and place	Adverbs of time, manner and place Prepositional and expanded noun phrases Subordinate and relative Clauses Use of passive and active Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Use of modal verbs Reported speech as well as direct speech	Brackets Dashes Colons Semi-colons