**Writing and GPS Progression at Leasingham St Andrew’s Primary School**

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Punctuation** | I can sometimes use a full stop when writing a simple sentence (not an ELG requirement). | I can use full stops at the end of my sentences  I can use capital letters for:  the start of a sentence, names, pronoun ‘I’, days of the week  I can begin to use exclamation marks  I can begin to use question marks | I can use exclamation marks  I can use question marks  I can use apostrophes for  contractions  I can use apostrophes for singular possession  I can use commas to separate items in a list | I can begin to use inverted commas to punctuate direct speech  I can begin to use other direct speech punctuation | I can use all direct speech punctuation  I can use an apostrophe to mark plural possession  I can use a comma after a fronted adverbial | I can use brackets, dashes or commas to indicate parenthesis  I can use commas to avoid ambiguity or clarify meaning. | I can use a semi-colon, colon or dash to show independent clauses  I can use a colon to introduce a list and a semi-colon within a list  I can use bullet points to list information  I can use a hyphen to avoid ambiguity |
| **Adverbs/Adverbials** |  |  | I can use -ly adverbs in different positions in a sentence | I can use adverbs/adverbial phrases that indicate position in time  I can use adverbs/adverbial phrases that build a relationship or cause | I can use a fronted ‘when/where’ adverbial phrases  I can use ‘how’ adverbs/adverbial phrases in fronted positions | I can use degrees of possibility adverbs  I can use adverbs of time | I can use adverbial phrases to link ideas  I can use adverbs and adverbial phrases to qualify, intensify or emphasise  I can use two -ly adverbs in a fronted position e.g. slowly and softly |
| **Conjunctions/**  **Complex Sentences** | I can make use of conjunctions when speaking | I can use and to join to words together  I can use and to join clauses together | I can write compound sentences that include co-ordinating conjunctions  I can start to use some subordinating conjunctions to introduce extra information | I can use a wider range of subordinating conjunctions to introduce extra information | I can use subordinating conjunctions at the start and middle of sentences  I can use conjunctions to set up contrasts or relationships | I can use relative clauses to add extra information  I can start sentences with verbs ending in -ed and -ing | I can use an If, if, if, then sentence  I can use an ‘emotion yet emotion’ phrase to start sentence a sentence  I can use a wide range of sentences to enhance my writing |
| **Purpose and**  **Impact** | I can talk about a story or event  I can add detail when I retell  I can write from left to right  I can write different text forms for different purposes  I can invent writing ideas  I know what I want to write, and I can write it independently | I can begin to sequence simple narratives   I can begin to write recounts   I can use topic words   I know why different writing is important   I can re-read what I have written to check if it makes sense  I can compose a sentence orally before writing | I can tell a story using imagination and flair, and direction in non-fiction.   I can challenge the reader’s interest through vocabulary choices  I can use models and texts that I have read to influence my writing  I can select vocabulary and grammatical structures deliberately to enhance the formality of the writing.  In narratives, I can describe settings, characters | I can add detail to my ideas  I can maintain a point of view  I can include all the features of a genre/ text type appropriately   I can write with an appropriate style, thinking about my reader  I can begin to create intriguing narratives and more complicated non-fictions e.g. persuasive leaflet.  I can begin to independently use ideas from books that I have read | I can further develop an appropriate style, thinking about my reader   I can create intriguing narratives and more complicated non-fictions e.g. persuasive leaflet/biography/explanation | I can develop imaginative and logical ideas  I can independently use ideas from books or models that I have read in my writing   I can include all the features of a genre/ text type appropriately  I can write with an appropriate style, thinking about my reader  I can integrate dialogue in narratives to convey character and advance the action. | I can tell a story using imagination and flair and direction in non-fiction.  I can integrate dialogue to convey character and advance the action  I can use models and texts that I have read to influence my writing   I can select vocabulary and grammatical structures deliberately to enhance the formality of the writing.  In narratives, I can further develop my description of settings, characters and atmosphere  I use appropriate formal synonyms for informal words |
| **Writer’s Techniques/Poetic Features** | I may add in onomatopoeia when retelling a story  I can use other simple poetic devices, such as: rhyme and repetition, when retelling a story | I can use onomatopoeia   I can use alliteration | I can use rhyme  I can use repetition that follows story patterns | I can use repetition of key words for impact  I can use ‘like’ to build a simile | I can use ‘as’ to build a simile  I can use a metaphor | I can use pathetic fallacy  I can use a pun | I can use personification  I can use symbolism |
| **Tense** | I can discuss events that have happened in the past | I can use –ing suffix for present tense  I can use –ed suffix for past tense  (Both suffix statements are linked to spelling) | I can show actions are or were in progress  I can maintain tense: present/past | I can use perfect tense | I can use standard English  I can begin to use a range of tense that are appropriate to form | I can use modal verbs  I can use a range of tense accurately and appropriately | I can use the subjunctive form  I can use all tenses accurately and to further enhance my writing |
| **Structure and**  **Shape** | I can include character names in stories and ‘I’ in recounts  I can write ideas about things I like and dislike  I can experiment with familiar forms of writing and discuss features of own writing | I can use story words e.g. once upon a time   I can order writing using numbers, time, words, or phrases   I can repeat key words   I can write sentences by saying out load what they are going to write about | I can use information and description to interest the reader  I can order my writing using line breaks and numbers  I can group main ideas together  I can write simple coherent narratives | I can create flow (cohesion) by using pronouns, linking phrases, and referencing points already made  I can group ideas together and sometimes create paragraphs  I can use headings and sub-headings  I can use interesting openings in stories and non-fiction e.g. ‘Early one morning…, ‘Whales are the largest creature s…’  I can use closings in stories and non-fiction e.g. Eventually … Finally… | I can begin to organise my writing with a clear beginning, middle and end  I can write sentences that lead on from a previous one  I can start a new paragraph organising ideas around a theme in non-fiction  I can use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.  I can use exciting openings to capture the reader’s attention | I can confidently organise my writing with a clear beginning, middle and end  I can start a new paragraph organising ideas around a theme in fiction  I can use dramatic endings in stories and strong conclusions in non-fiction | I can use a range of layout devices. E.g. columns/tables/bullet points   I can consistently use paragraphs across the whole text  I can use a range of techniques to ensure cohesion e.g. Repetition of words, use of pronouns, synonyms and conjunctions. |
| **Passive Voice** |  |  |  |  |  | I can identify the subject and object in a sentence | I can use passive voice to hide the ‘doer’ of the action  I can use passive voice to affect the formality of writing |
| **Sentence Structure** | I can use pictures to add meaning  I can write some words and phrases  I can write a simple sentence and may use a full stop and capital letters (not an ELG requirement)  I may write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and a full stop. | I can write simple phrases/clauses   I can start sentences with ‘I’   I can start a sentence with a name   I can start a sentence in different ways   I can use finger spaces between words  I can compose a sentence orally before writing | I can use questions, commands and statements  I can ask the reader a question  I can use adventurous adjectives.  I can use a range of sentences, some requiring a conjunction, and others that require simple sentences.  I can include noun phrases | I can use one-word sentences in isolation  I can include prepositions | I can use rhetorical questions to involve the reader  I can use more complicated and developed noun phrases | I can mix short and long sentences to change the pace for the reader  I can use subject/verb sentences. | I can choose whether to formal or informal  I can deliberately use a range of simple, compound and complex sentences, with control, to enhance the writing |
| **Spelling**  (Separate progression documents for both phonics and spelling that are explicitly taught using Little Wandle Letters and Sounds and Spelling Shed Y2-Y6) | I can spell some CVC words e.g. cat, dog  I can make phonetically plausible attempts when writing more complex unknown words  I can choose the right letters at the beginning of words  I can read my work back  I can use digraphs, trigraphs and spell some irregular common (tricky) words | I can have a go at spelling unknown words  I can use –ing, -est, -ed at the end of words (not changing the root part of the word)  I can spell Y1 common exception words   I can use plurals –es and –s   I can use a prefix e.g. unkind   I can spell the days of the week | I can ‘have a go’ at spelling polysyllabic words e.g. chil-dren, melt-ing  I can use suffixes such as –ness, -er, or compounds to create nouns e.g. foot-ball   I can use adjectives ending in –ful, -less, -er, -est e.g. beautiful   I can turn adjectives into adverbs using ‘ly’ e.g. ‘slow’ into ‘slowly’  I can spell Y2 common exception words | I can spell most Year 1 and 2 words   I can spell some Year 3/4 words   I can use a range of techniques to spell unfamiliar words   I can spell homophones correctly according to use e.g their, there, too, to   I can use the correct article e.g. an elephant, a dinosaur  I can use the first 2 letters of word to check its spelling when using a dictionary | I can spell most Year 1 and 2 words   I can spell most Year 3 and 4 words  I can use a range of techniques to spell unfamiliar words   I can spell homophones correctly according to use e.g. their, there/too, to /which, witch  I can use the first 3 letters of word to check its spelling when using a dictionary | I can spell some Year 5/6 words   I can use suffixes to convert nouns and adjectives   I can use prefixes to change intent of a verb e.g. dis\_ de\_ mis\_ over\_ and re\_  I can use the first 3/4 letters of words to check its spelling and meaning when using a dictionary  I can spell some words with silent letters  I can use knowledge of morphology and etymology to spell words | I can spell most of the year 5/6 words  I can correct my spellings during the editing stage |
| **Handwriting**  (Separate handwriting progression using Pen Pals – see policy) | I can hold my pencil in my dominant hand  I can use an accurate tripod grip  I can begin to form my letters, with letters starting and finishing in the right place, including spaces between words  I can form clear ascenders and descenders ( not an ELG requirement) | I can sit at a table and hold my pencil correctly  I can begin to form my letters in the correct direction  I can form my capital Letters  I can form my digits 0-9 | I can write lower case letters that have correct size relative to one another   I can show evidence of diagonal and horizontal strokes to join.  I can use an appropriate size of finger space | I can use the diagonal and horizontal strokes accurately to join letters.  I am becoming more secure at joining and I am able to use joined-up writing for most of my work.  I can write at a faster speed so I can produce longer pieces of writing. | | Increase legibility, consistency and fluency  Write legibly, fluently and with increasing speed | |
| **Editing** |  | I can re-read what I have written to check it makes sense  I can discuss what I have written with the teacher or other pupils | *Make simple additions, revisions and corrections to their own writing:*  I can evaluate my writing with the teacher and other pupils  I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  I can proof-read to check for errors in spelling, grammar and punctuation | *Evaluate and edit:*  I can assess the effectiveness of my own and other’s writing and suggesting improvements  I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  I can proof-read for spelling and punctuation errors | | *Evaluate and edit:*  I can propose changes to vocabulary and grammar, to enhance effects and clarify meaning  I can ensure the consistent and correct use of tense throughout the piece  I can ensure correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing appropriate register  I can proof-read for spelling and punctuation errors | |
| **Terminology** | Grapheme, phoneme, capital letter, word, full stop, sentence, caption, label, list | Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma | Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas | Determiner, pronoun, possessive pronoun, adverbial, fronted adverbial | Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points, subjunctive, progressive tense |

The Writing Rainbow: A visual guide to support children’s writing

The Writing Rainbow acts as a colourful and concrete representation of all the writing strategies taught and modelled that can be deployed by the pupils throughout their primary journey. It enables pupils to file information and, through worked examples, create a deep understanding of different techniques, e.g. metaphor, while reminding them of previous taught concepts that can be used within their writing.

The Write Stuff approach relies on clarity of categorisation. Teachers are always refocusing pupil thinking to and from ‘The Writing Rainbow’ and carefully refining and scripting explanations to visibly showcase the thinking of a writer.

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Chart

Description automatically generated with low confidenceDiagram

Description automatically generated with low confidence **The EYFS Writing Rainbow** **The Writing Rainbow displayed in Y1-Y6 classrooms**