



Writing and GPS Progression at Leasingham St Andrew's Primary School

	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	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 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
Conjunctions/ Complex Sentences	I can add in 'and' when reading work back.	I can use <u>and</u> to join to words together I can use <u>and</u> 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	I can begin to 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 tell a story using imagination and flair, and direction in non-fiction. I can challenge the reader's interest through style and feature 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	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	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	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



	independently		formality of the writing. In narratives, I can describe settings, characters	more complicated non-fictions e.g. persuasive leaflet. I can begin to independently use ideas from books that I have read		about my reader I can integrate dialogue in narratives to convey character and advance the action.	formality of the writing. In narratives, I can further develop my description of settings, characters and atmosphere
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 across
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	I can show actions are or were in progress: progressive tense	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 I can use the subjunctive form
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 loud 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 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							<p>I can use passive voice to hide the 'doer' of the action</p> <p>I can use passive voice to affect the formality of writing</p>
Sentence Structure	<p>I can use pictures to add meaning</p> <p>I can write some words and phrases</p> <p>I can write a simple sentence and may use a full stop and capital letters</p> <p>I may write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and a full stop.</p>	<p>I can write simple phrases/clauses</p> <p>I can start sentences with 'I'</p> <p>I can start a sentence with a name</p> <p>I can start a sentence in different ways</p> <p>I can use finger spaces between words</p>	<p>I can use questions, commands and statements</p> <p>I can ask the reader a question</p> <p>I can use adventurous adjectives.</p> <p>I can write long sentences</p> <p>I can write short sentences</p> <p>I can include noun phrases</p>	<p>I can use one-word sentences in isolation</p> <p>I can include prepositions</p>	<p>I can use rhetorical questions to involve the reader</p> <p>I can use more complicated and developed noun phrases</p>	<p>I can mix short and long sentences to change the pace for the reader</p> <p>I can use subject/verb sentences.</p>	<p>I can choose whether to formal or informal</p> <p>I can use a range of simple, compound and complex sentences to enhance the writing</p>
Spelling (Separate progression document for spelling that is explicitly taught using Spelling Shed Y2-Y6)	<p>I can spell some CVC words e.g. cat, dog</p> <p>I can make phonetically plausible attempts when writing more complex unknown words</p> <p>I can choose the right letters at the beginning of words</p> <p>I can read my work back</p> <p>I can use digraphs, trigraphs and spell some irregular common (tricky) words</p>	<p>I can have a go at spelling unknown words</p> <p>I can use –ing, -est, -ed at the end of words</p> <p>I can spell Y1 common exception words</p> <p>I can use plurals –es and –s</p> <p>I can use a prefix e.g. <u>un</u>kind</p> <p>I can spell the days of the week</p>	<p>I can 'have a go' at spelling polysyllabic words e.g. children, mel-ting</p> <p>I can use suffixes such as –ness, -er, or compounds to create nouns</p> <p>I can use adjectives ending in –ful, -less, -er, -est e.g. beautiful</p> <p>I can turn adjectives into adverbs using 'ly' e.g. 'slow' into 'slowly'</p>	<p>I can spell most Year 1 and 2 words</p> <p>I can spell some Year 3/4 words</p> <p>I can use a range of techniques to spell unfamiliar words</p> <p>I can spell homophones correctly according to use e.g their, there, too, to</p> <p>I can use the correct article e.g. an elephant, a dinosaur</p>	<p>I can spell most Year 1 and 2 words</p> <p>I can spell most Year 3 and 4 words</p> <p>I can use a range of techniques to spell unfamiliar words</p> <p>I can spell homophones correctly according to use e.g. their, there/too, to /which, witch</p>	<p>I can spell some Year 5/6 words</p> <p>I can use suffixes to convert nouns and adjectives</p> <p>I can use prefixes to change intent of a verb e.g. dis_ de_ mis_ over_ and re_</p>	<p>I can spell most of the year 5/6 words</p> <p>I can correct my spellings during the editing stage</p> <p>I use appropriate formal synonyms for informal words</p>
Handwriting (Separate handwriting progression using Pen Pals – see policy)	<p>I can hold my pencil in my dominant hand</p> <p>I can use an accurate tripod grip</p> <p>I can begin to form my letters, with letters starting</p>	<p>I can sit at a table and hold my pencil correctly</p> <p>I can begin to form my letters in the correct direction</p> <p>I can form my capital Letters</p>	<p>I can write lower case letters that have correct size relative to one another</p> <p>I can show evidence of diagonal and horizontal strokes to join.</p>	<p>I can use the diagonal and horizontal strokes accurately to join letters.</p> <p>I am becoming more secure at joining and I am able to use joined-up writing for most of my work.</p> <p>I can write at a faster speed</p>		<p>Increase legibility, consistency and fluency</p> <p>Write legibly, fluently and with increasing speed</p>	



	and finishing in the right place, including spaces between words I can form clear ascenders and descenders	I can form my digits 0-9		so I can produce longer pieces of writing.			
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 (past, present and progressive), 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.

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.

The Writing Rainbow acts as a colourful and concrete representation of writing strategies that can be deployed by the pupils. This enables pupils to file information and, through worked examples, create a deep understanding of different techniques, e.g. metaphor.

