

Progression for Writing @  
Baldwins Gate

## Progression Map for Writing @ Baldwins Gate Primary School

### Expository Writing-Nursery

Instructions and Non-Chronological Reports

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-Use some of their print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example, 'That says mummy'. -Make marks on their picture to stand for their name. <b>Aim-To use sentences appropriately.</b></p> <p><b>Aim-To analyse writing.</b></p> <p><b>Aim-To present writing.</b></p>	<p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Aim- To organise writing appropriately.</b></p>	<p><b>Aim- To punctuate accurately.</b></p>	<p>-Write some or all of their name.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Write some letters accurately. -Form lower-case and capital letters correctly. (First completing gross motor activities before progressing to fine motor activities).</p> <p><b>Aim- To present neatly.</b></p>	<p>-Engage in extended conversations about stories, learning new vocabulary. -Pay attention to more than one thing at a time, which can be difficult. -Use a wider range of vocabulary. -Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". -Understand 'why' questions, like: "Why do you think the caterpillar got so fat?". -Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed for swam'. -Develop their pronunciation but may have problems saying:     -Some sounds r, j, th, ch, and sh.     -Multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. -Use longer sentences of four to six words. -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play "Let's go on a bus... You sit there... I'll be the driver".</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Expository Writing-Reception

Instructions and Non-Chronological Reports

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Aim- To write with a purpose.</b></p>	<p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. -Support children to form the complete sentence orally before writing. -Help children memorise the sentence before writing by repeatedly saying it aloud. -Complete dictated sentences (ensuring that they contain only the taught sound-letter correspondences).</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Re-read what they have written to check that it makes sense. (Teacher should model how to read and re-read your own writing to check that it makes sense).</p> <p><b>Aim-To analyse writing.</b></p> <p><b>Aim-To present writing.</b></p>	<p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Aim- To organise writing appropriately.</b></p>	<p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-Spell words by identifying the sounds and then writing the sound with letter/s. -Show children how to touch each finger as they say each sound. -For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Form lower-case and capital letters correctly.</p> <p><b>Aim- To present neatly.</b></p>	<p>-Use new vocabulary in different contexts. -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -Learn rhymes, poems and songs. -Listen carefully to rhymes and songs, paying attention to how they sound. -Describe events in some detail. -Use talk to help out problems and organise thinking work and activities, and to explain how things work and why they might happen. -Develop social phrases. -Understand how to listen carefully and why listening is important. -Learn new vocabulary. -Use new vocabulary through the day. -Ask questions to find out more and to check they understand what has been said to them. -Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. -Engage in story times.</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Expository Writing-Year 1

Instructions and Non-Chronological Reports

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Non-Chronological Reports</b></p> <ul style="list-style-type: none"> <li>-Ideas grouped together for similarity.</li> <li>-Attempts at third person writing. E.G. The man was run over.</li> <li>-Written in appropriate tense e.g., Sparrow's nest.....</li> <li>Dinosaurs were.....</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>-Ideas are grouped in sentences in time sequence.</li> <li>-Written in the imperative e.g., sift the flour.</li> <li>-Use of numbers or bullet points to signal order.</li> </ul> <p style="color: blue;">Aim- To write with a purpose.</p>	<ul style="list-style-type: none"> <li>-Simple connectives are used to construct simple sentences e.g., and, but, then, so.</li> <li>-Imperative verbs start sentences e.g., spread, slice, and cut.</li> <li>-Sentences do not include pronouns and are written impersonally.</li> <li>-Saying aloud what they are going to write.</li> <li>-Composing a sentence orally before writing it.</li> <li>-Begin to use noun phrases.</li> </ul> <p style="color: blue;">Aim-To use sentences appropriately.</p> <ul style="list-style-type: none"> <li>-Re-reading what is written to check it makes sense.</li> <li>-Discuss what they written with their teacher.</li> </ul> <p style="color: blue;">Aim-To analyse writing.</p> <ul style="list-style-type: none"> <li>-Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p style="color: blue;">Aim-To present writing.</p>	<p><b>Non-Chronological Reports</b></p> <ul style="list-style-type: none"> <li>-..... are.....</li> <li>-..... is.....</li> <li>-They are.....</li> <li>-The different.....</li> <li>-This is a ____.</li> <li>-There are____.</li> <li>-These can be grouped____.</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>-1, 2, 3, 4, 5.</li> <li>-First.</li> <li>-Next.</li> <li>-After.</li> <li>-Cut.</li> <li>-Move.</li> <li>-Fold.</li> <li>-Stir.</li> <li>-Colour.</li> <li>-Paint.</li> </ul> <p style="color: blue;">Aim-To use ambitious Vocabulary.</p>	<p><b>Noun</b></p> <ul style="list-style-type: none"> <li>-What a noun is. Regular plural nouns with 'er'.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>-Third person, first person singular.</li> <li>-Ending added to verbs where there is change to root.</li> <li>-Simple past tense 'ed'.</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>-Add 'er' and 'est' to adjectives where no change is needed to root word.</li> </ul> <p><b>Connectives/Conjunctions</b></p> <ul style="list-style-type: none"> <li>-Join words and sentences using and/then.</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>-Simple past tense 'ed'.</li> </ul> <p style="color: blue;">Aim- To organise writing appropriately.</p>	<ul style="list-style-type: none"> <li>-Use spaces to separate words.</li> <li>-Begin to use full stops.</li> <li>-Begin to use question marks.</li> <li>-Begin to use exclamation marks.</li> <li>-Capital letters for start of sentences, names, personal pronouns.</li> </ul> <p style="color: blue;">Aim- To punctuate accurately.</p>	<ul style="list-style-type: none"> <li>-Using words containing 40+ phonemes already taught.</li> <li>-Spelling common exception words.</li> <li>-Spelling days of the week.</li> <li>-Naming the letters of the alphabet.</li> <li>-Using letter names to distinguish between alternative spellings with the same sound.</li> <li>-Add prefixes and suffixes -s, -es, un-, -ing.</li> <li>-Write sentences from memory.</li> </ul> <p style="color: blue;">Aim- To spell correctly.</p>	<ul style="list-style-type: none"> <li>-Sitting correctly and holding a pencil correctly.</li> <li>-Beginning to form lower case letters.</li> <li>-Forming digits 0-9.</li> <li>-Understanding that letters belong to families.</li> </ul> <p style="color: blue;">Aim- To present neatly.</p>	<ul style="list-style-type: none"> <li>-To begin to listen and respond appropriately to adults and their peers.</li> <li>-To begin to ask questions that are linked to the topic being discussed.</li> <li>-To understand instructions with more than one point in many situations</li> <li>-To answer questions on a wider range of topics and with encouragement, express their opinion.</li> <li>-To extend their vocabulary by exploring the meaning of new words, using relevant strategies.</li> <li>-Grow in confidence to speak clearly in a way that is easy to understand.</li> <li>-To begin to speak in grammatically correct sentences.</li> <li>-To think of alternatives for simple vocabulary choices.</li> <li>-To organise their thoughts into sentences before expressing them.</li> <li>-Explain simple things to explore ideas.</li> <li>-To gain the interest of the listener.</li> <li>-To use appropriate vocabulary by exploring the meaning of new words, using relevant strategies.</li> <li>-To think of alternatives for simple vocabulary choices.</li> <li>-To be able to describe their immediate world and environment.</li> </ul> <p style="color: blue;">Aim-To communicate effectively.</p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Expository Writing-Year 2

#### Instructions and Non-Chronological Reports

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-Writing for different purposes.</p> <p>-Encapsulating what they want to say sentence by sentence.</p> <p><b>Non-Chronological Reports</b></p> <p>-Brief introduction and conclusion.</p> <p>-Written in appropriate tense. E.g., Sparrow's nest.....</p> <p>-Main ideas organised in groups.</p> <p>-Writing a narrative.</p> <p>-Writing about real life events for different purposes.</p> <p><b>Instructions</b></p> <p>-A goal is outlined- as statement about what is to be achieved.</p> <p>-Written in sequenced steps to achieve the goal.</p> <p>-Diagrams and illustrations are used to make the process clearer.</p> <p>-Writing about real life events for different purposes.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Subject/verb sentences. E.g.- He was.....</p> <p>They were.....</p> <p>It happened.....</p> <p>-Some modal verbs introduced e.g., would, could, should.</p> <p>-use simple adverbs e.g., quickly, slowly.</p> <p>-Use simple noun phrases e.g., large crowd.</p> <p>-To build stamina for writing.</p> <p>-Planning work, by speaking out loud.</p> <p>- (Including writing down key words including vocabulary).</p> <p>-Imperative verbs are used to begin sentences.</p> <p>-Writing and understanding sentence forms;</p> <p>-Statement.</p> <p>-Question.</p> <p>-Exclamation.</p> <p>-Command.</p> <p><b>Aim- To use sentences appropriately.</b></p> <p>-Make simple additions, revisions and corrections, evaluating.</p> <p>-Re-reading and checking for sense.</p> <p>-Proof-reading to check for spelling and punctuation errors.</p> <p><b>Aim-To analyse writing.</b></p> <p>-Read aloud what they have written with correct and planned for intonation.</p> <p><b>Aim-To present writing.</b></p>	<p><b>Non-Chronological Reports</b></p> <p>-They like to.</p> <p>-They can.</p> <p>-It can.</p> <p>-Like many.</p> <p>-I am going to.</p> <p>-There are two sorts of.</p> <p>-They live in.</p> <p>-The___have but the___have___.</p> <p><b>Instructions</b></p> <p>-First of all.</p> <p>-Firstly.</p> <p>-Lastly.</p> <p>-Carefully.</p> <p>-Gently.</p> <p>-Slowly.</p> <p>-Softly.</p> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <p>-Form nouns using suffixes and compounding.</p> <p>-Expanded noun phrases for description.</p> <p>-Add 'es' to nouns</p> <p><b>Verbs</b></p> <p>-Progressive form of verbs in the past and present tense.</p> <p>-Add 'es', 'ed' and 'ing' to verbs.</p> <p><b>Adjectives</b></p> <p>-Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b>Connectives/Conjunctions</b></p> <p>-Subordination- when, if, that, because.</p> <p>-Coordination- or, and, but.</p> <p><b>Tense</b></p> <p>-Correct and consistent use of past and present tense.</p> <p><b>Adverbs</b></p> <p>- 'ly' added to adjective to form adverbs (<i>making longer words</i>).</p> <p>-Adding -ment, -ness, full, -less.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Use spaces that reflect the size of the letters.</p> <p>-Use full stops correctly.</p> <p>-Use question marks correctly.</p> <p>-Use exclamation marks correctly.</p> <p>-Use capital letters correctly.</p> <p>-Apostrophes for contractions.</p> <p>-Possessive apostrophes for singular nouns.</p> <p>-Commas to separate items in lists.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-Segmenting spoken words into phonemes and representing these by graphemes spelling correctly.</p> <p>-Learning new ways to spell phonemes including a few common homophones.</p> <p>-Learning to spell common exception words.</p> <p>-Distinguishing between homophones and near homophones.</p> <p>-Write from memory a simple sentence dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Form lower case letters of the correct size relative to one another.</p> <p>-Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another and to lower case letters.</p> <p><b>Aim- To present neatly.</b></p>	<p>See Year 1.</p> <p><b>Aim- To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Expository Writing-Year 3

#### Instructions and Non-Chronological Reports

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Non-Chronological Reports</b></p> <ul style="list-style-type: none"> <li>-Clear introduction.</li> <li>-Organised into paragraphs shapes around a key topic sentence.</li> <li>-Use of sub-headings.</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>-A set of ingredients and equipment needed are outlined clearly.</li> <li>-Organised into clear pointed denoted by time.</li> <li>-Using simple organisational devices (for example headings and subheadings).</li> </ul> <p><b>Aim- To write with a purpose.</b></p>	<ul style="list-style-type: none"> <li>-Simple sentences with extra description.</li> <li>-Some complex sentences using when, if, as etc.</li> <li>-Tense consistent e.g., modal verbs can/will. * <i>Or/And e.g., typically past tense for narration, present tense in dialogue.</i></li> <li>-Adverbials e.g., when she arrived at the scene, the doctors told her exactly what happened.</li> <li>-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>-Discussing and recording ideas.</li> <li>-Draft and write by-</li> <li>-Composing and rehearsing sentences orally (including dialogue), progressively building a rich vocabulary and an increasing range of sentence structures.</li> </ul> <p><b>Aim-To use sentences appropriately.</b></p> <ul style="list-style-type: none"> <li>-Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>-Proposing/developing from changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>-Proofread for spelling and punctuation errors.</li> </ul> <p><b>Aim-To analyse writing.</b></p> <ul style="list-style-type: none"> <li>-Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Aim-To present writing.</b></p>	<p><b>Non-Chronological Reports</b></p> <ul style="list-style-type: none"> <li>-The following report.</li> <li>-They don't.</li> <li>-It doesn't.</li> <li>-Sometimes.</li> <li>-Often.</li> <li>-Most.</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>-Afterwards.</li> <li>-After that.</li> <li>-To begin with.</li> <li>-Begin by.</li> <li>-Secondly.</li> <li>-The next step is to.</li> <li>-With a slow movement.</li> <li>-With a quick pull.</li> <li>-Try to.</li> </ul> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <ul style="list-style-type: none"> <li>-Form nouns using prefixes.</li> <li>-Nouns and Pronouns used to avoid repetition.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>-Present perfect forms of verbs instead of 'the'.</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>-Choose appropriate adjectives.</li> </ul> <p><b>Connectives/Conjunctions</b></p> <ul style="list-style-type: none"> <li>-Express time and cause (when, so, before, after, while, because).</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>-Correct and consistent use of past and present tense.</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>-Introduce/revise adverbs.</li> <li>-Express time and cause; then, next, soon.</li> </ul> <p><b>Indefinite Article</b></p> <ul style="list-style-type: none"> <li>-A or an.</li> </ul> <p><b>Aim- To organise writing appropriately.</b></p>	<ul style="list-style-type: none"> <li>-Introduce possessive apostrophes for plural nouns.</li> <li>-Introduce inverted commas.</li> </ul> <p><b>Aim- To punctuate accurately.</b></p>	<ul style="list-style-type: none"> <li>-To further use prefixes and suffixes and understand how to add them.</li> <li>-Spell further homophones.</li> <li>-Spell words that are often misspelt.</li> <li>-Place the possessive apostrophe accurately in words with irregular plurals i.e.- children's.</li> <li>-Use the first 2 or 3 letters of a word to check its spellings in a dictionary.</li> <li>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>-Continue to support understanding and application of the concept of word structure. (Pupils need sufficient knowledge of spelling in order to use dictionaries effectively).</li> <li>-Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</li> </ul> <p><b>Aim- To spell correctly.</b></p>	<ul style="list-style-type: none"> <li>-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left enjoined.</li> <li>-Increase the legibility, consistency and quality of their handwriting, (for example by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing sufficiently so that the ascenders and descenders of letters do not touch).</li> </ul> <p><b>Aim- To present neatly.</b></p>	<p>See Year 1.</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Expository Writing-Year 4

#### Instructions and Non-Chronological Reports

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Non-Chronological Reports</b></p> <ul style="list-style-type: none"> <li>-Clear introduction and conclusion.</li> <li>-Links between sentences help to navigate to reader from one idea to the next.</li> <li>-Paragraphs organised correctly into key ideas.</li> <li>-Subheadings are used to organise correctly into key ideas. E.g., Qualities, body parts, behaviour.</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>-A set of ingredients and equipment need are outlined clearly.</li> <li>-Sentences influence precautionary advice e.g., Be careful not to over whisk as it will turn into butter.</li> <li>-Friendly tips/suggestions are included to heighten the engagement. E.g., This dish is served best with a dash of nutmeg.</li> </ul> <p><b>Aim- To write with a purpose.</b></p>	<ul style="list-style-type: none"> <li>-Variation in sentence structures e.g. While we watched the sea lion show.....</li> <li>-Use embedded/relative clauses e.g., Penguins, which are very agile.....</li> <li>-Include adverbs to show how often e.g., additionally, frequently, rarely.</li> <li>-Sentences build from a general idea to more specific.</li> <li>-Use technical vocabulary to show the reader the writer's expertise.</li> <li>-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>-Discussing and recording ideas.</li> <li>-Draft and write by-                             <ul style="list-style-type: none"> <li>-Composing and rehearsing sentences orally (including dialogue), progressively building a rich vocabulary and an increasing range of sentence structures.</li> </ul> </li> </ul> <p><b>Aim-To use sentences appropriately.</b></p> <ul style="list-style-type: none"> <li>-Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>-Proposing/developing from changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>-Proofread for spelling and punctuation errors.</li> </ul> <p><b>Aim-To analyse writing.</b></p> <ul style="list-style-type: none"> <li>-Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Aim-To present writing.</b></p>	<p><b>Non-Chronological Reports</b></p> <ul style="list-style-type: none"> <li>-The report will.</li> <li>-The following information.</li> <li>-Usually.</li> <li>-Normally.</li> <li>-Even though.</li> <li>-Despite the fact.</li> <li>-As a rule.</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>-Continue by.....</li> <li>-Carry on.....</li> <li>-Do this until.....</li> <li>-Stop when.....</li> <li>-When you have done this.....</li> <li>-Try not to.....</li> <li>-Avoid.....</li> </ul> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <ul style="list-style-type: none"> <li>-Nouns and pronouns used for clarity and cohesion.</li> <li>-Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>-Standard English forms for verbs.</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>-Choose appropriate adjectives.</li> </ul> <p><b>Connectives/Conjunctions</b></p> <ul style="list-style-type: none"> <li>-A wide range of connectives/conjunctions including co-ordinating and subordinating.</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>-Correct use of past and present tense.</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>-Know what an adverbial phrase is.</li> </ul> <p><b>Fronted adverbials</b></p> <ul style="list-style-type: none"> <li>-Comma after fronted adverbials.</li> </ul> <p><b>Aim- To organise writing appropriately.</b></p>	<ul style="list-style-type: none"> <li>-Apostrophe to mark singular and plural possession.</li> <li>-Commas after fronted adverbials.</li> <li>-Use inverted commas and other punctuation to indicate direct speech.</li> </ul> <p><b>Aim- To punctuate accurately.</b></p>	<ul style="list-style-type: none"> <li>-See Year 3.</li> </ul> <p><b>Aim- To spell correctly.</b></p>	<ul style="list-style-type: none"> <li>-See Year 3.</li> </ul> <p><b>Aim- To present neatly.</b></p>	<ul style="list-style-type: none"> <li>See Year 1.</li> </ul> <p><b>Aim-To communicate effectively.</b></p>

# Progression Map for Writing @ Baldwins Gate Primary School

## Expository Writing-Year 5

### Instructions and Non-Chronological Reports

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and Listening
<p>-Use a wide range of devices to build up cohesion within and across paragraphs.</p> <p><b>Non-Chronological Reports</b></p> <p>-Developed introduction and conclusion using all the layout features.</p> <p>-Description of the phenomenon is technical and accurate.</p> <p>-Generalised sentences are used to categorise and sort information for the reader.</p> <p>-Purpose of the report is to inform the reader and to describe the way things are.</p> <p>-Formal and technical language used throughout to engage the reader.</p> <p><b>Instructions</b></p> <p>-Consolidate work from previous learning.</p> <p>-Can write accurate instructions for complicated processes.</p> <p>-Can write imaginative instructions using flair and humour.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Sentence length varied e.g., short/long.</p> <p>-Active and passive voice used deliberately to heighten engagement. E.g., Giraffes left the enclosure, or the ring was removed from the drawer.</p> <p>-Wide range of subordinate connectives e.g., whilst, until, despite.</p> <p>-Plan their writing by:</p> <p>-Identifying the guidance for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own.</p> <p>-Noting and developing initial ideas, drawing reading and research where necessary.</p> <p>-In writing narratives; considering how authors have developed characters and setting in what pupils have read, listened to or seen perform.</p> <p>-Draft and write by;</p> <p>-Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>- "Using passive verbs" to affect the presentation of information in a sentence.</p> <p>-Using the perfect form of verbs to make relationships of time and cause</p> <p>-Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>-Using relative clauses, beginning with whom which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun.</p> <p><b>Aim- To use sentences appropriately.</b></p> <p>-Assessing the effectiveness of their own and their others writing.</p> <p>-Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>-Ensuring the consistent use of tenses throughout a piece of writing.</p> <p>-Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register.</p> <p>-Proofread for spelling and punctuation errors.</p> <p><b>Aim-To analyse writing.</b></p> <p>-Performs their own compositions using appropriate intonation, volume and movement so that meaning is clear.</p> <p><b>Aim- To present writing.</b></p>	<p><b>Non-Chronological Reports</b></p> <p>-The purpose of this report/article is to.....</p> <p>-The information presented will.....</p> <p>-Some experts believe.....</p> <p>-This article is designed to.....</p> <p>-Many specialists consider.</p> <p>-Firstly, I will.....</p> <p>-It can be difficult.</p> <p>-___ will enable you to understand.</p> <p>-Unlike.</p> <p>-Despite.</p> <p>-Although.</p> <p>-Like many.</p> <p><b>Instructions</b></p> <p>-Don't forget to..... .</p> <p>-Be careful of..... .</p> <p>-Don't worry about..... .</p> <p>-Concentrate on..... .</p> <p>-At this point..... .</p> <p><b>Aim- To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <p>-Locate and identify expanded noun phrases.</p> <p><b>Verbs</b></p> <p>-Use modal verbs.</p> <p>-Prefixes for verbs; dis, de, mis, over, ise, ify</p> <p>-Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><i>(To indicate degrees of possibility).</i></p> <p><b>Adjectives</b></p> <p>-Choose appropriate adjectives.</p> <p><b>Connectives/Conjunctions</b></p> <p>-A wide range of connectives.</p> <p><b>Tense</b></p> <p>-Change tense according to features of the genre.</p> <p><b>Adverbs</b></p> <p>-Know what an adverbial phrase is.</p> <p><b>Fronted adverbials</b></p> <p>-Comma after fronted adverbials.</p> <p>-Adverbials of time, place and number.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Consolidate all previous learning.</p> <p>-Brackets</p> <p>-Dashes</p> <p>-Colons</p> <p>-Semicolons</p> <p>-To indicate Parenthesis.</p> <p>-Commas for ambiguity.</p> <p>-Hyphens for ambiguity.</p> <p>-Using a colon to introduce a list.</p> <p>-Punctuating bullet points consistently.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-To use further prefixes and suffixes and understand the guidance for adding them.</p> <p>-Spell some words with silent letters (for example knight, psalm, solemn).</p> <p>-Continue to distinguish between homophones and other words which are often confused.</p> <p>-Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specially.</p> <p>-Use dictionaries to check spellings and meaning of words.</p> <p>-Use the first 3 or 4 letters of a word to check spelling meaning or both of these in a dictionary.</p> <p>-Use a thesaurus.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Write legibly, fluently with increasing speed by;</p> <p>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>-Choosing the writing implement that is best suited for a task.</p> <p><b>Aim- To present neatly.</b></p>	<p>-To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>-To recognise powerful vocabulary in stories/texts that they res or listen to, building these words and phrases into their own talk in an appropriate way.</p> <p>-To plan and present information clearly with ambitious added detail and description for the listener.</p> <p>-To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p> <p>-To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p><b>Aim- To communicate effectively.</b></p>

# Progression Map for Writing @ Baldwins Gate Primary School

## Expository Writing-Year 6

### Instructions and Non-Chronological Reports

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-Use a wide range of devices to build up cohesion within and across paragraphs.</p> <p><b>Non-Chronological Reports</b></p> <p>-The report is well constructed and answers the reader's questions.</p> <p>-The writer understands the impact and thinks about the response.</p> <p>-Information is prioritised according to importance and thinks about the response.</p> <p><b>Instructions</b></p> <p>-Consolidate work from previous learning.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Verb forms are controlled and precise e.g. It would be regrettable if the wildlife funds came to an end. -Modifiers are used to intensify or qualify e.g., insignificant amount, exceptionally. -Sentence length and type of varied according to purpose. -Front adverbials use to clarify writer's position e.g., As a consequence of their actions... -Complex noun phrases used to add detail e.g. ...The fragile eggs are slowly removed from the large mother hen, -Proportional phrases used cleverly e.g. In the event of a fire... Relative clauses. -Level of formality including a shift in formality. -Plan their writing by: -Identifying the guidance for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own. -Noting and developing initial ideas, drawing reading and research where necessary. -In writing narratives; considering how authors have developed characters and setting in what pupils have read, listened to or seen perform. -Draft and write by: -Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -Using passive verbs" to affect the presentation of information in a sentence. -Using the perfect form of verbs to make relationships of time and cause -Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. -Using relative clauses, beginning with whom which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun. -Verapoint is well controlled and precise e.g., Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. -Figurative language used to build up description e.g., everyone charged like a deer pack under threat. -Prepositional phrases used cleverly. E.g., In the messy scramble for the bag. -Maintain control/formality. -Deliberate formality change/shift.</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Assessing the effectiveness of their own and their others writing. -Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -Ensuring the consistent use of tenses throughout a piece of writing. -Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register. -Proofread for spelling and punctuation errors.</p> <p><b>Aim-To analyse writing.</b></p> <p>-Performs their own compositions using appropriate intonation, volume and movement so that meaning is clear.</p> <p><b>Aim-To present writing.</b></p>	<p><b>Non-Chronological Report</b></p> <p>-They are unusually. -They are rarely. -They are never. -They are very. -Generally. -Be careful if you. -Frequently they. -I will attempt to. -This article will frame. -It can be difficult to. -Each paragraph. -More than half. -Less than half.</p> <p><b>Instructions</b></p> <p>-Whilst that is..... -Focus on..... -Try to make sure that..... -When you do, don't..... -I would suggest..... -Many people at this stage.....</p> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <p>-Expand noun phrases to convey complicated information concisely.</p> <p><b>Verbs</b></p> <p>-Use modal verbs. -Prefixes for verbs: dis, de, mis, over, ise, ify. <i>(To indicate degrees of possibility).</i></p> <p><b>Adjectives</b></p> <p>-Choose appropriate adjectives.</p> <p><b>Connectives/Conjunctions</b></p> <p>-Use a wide range of connectives.</p> <p><b>Tense</b></p> <p>-Change tense according to features of the genre.</p> <p><b>Adverbs</b></p> <p>-Link ideas across a text using cohesive devices such as adverbials.</p> <p><b>Fronted adverbials</b></p> <p>-See above.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Use a wide range of punctuation throughout the writing.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-See Year 5.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-See Year 5.</p> <p><b>Aim- To present neatly.</b></p>	<p>See Year 6.</p> <p><b>Aim- To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Descriptive Writing- Nursery

Recount, experiences, diary, police reports, sports reports and Poetry

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-Use some of their print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p><b>Poetry</b>                      -innovate a well-known rhyme verbally.                      -Alphabet list poems.                      -Rhyming couplets.                      -Simple performance poetry i.e. One, Two Buckle My show.  <b>Aim- To write with a purpose.</b></p>	<p>-Enjoy drawing freely.                      -Add some marks to their drawings, which they give meaning to. For example, 'That says mummy'.                      -Make marks on their picture to stand for their name.  <b>Aim-To use sentences appropriately.</b></p> <p><b>Aim-To analyse writing.</b></p> <p><b>Aim-To present writing.</b></p>	<p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Aim- To organise writing appropriately.</b></p>	<p><b>Aim- To punctuate accurately.</b></p>	<p>-Write some or all of their name.   <b>Aim- To spell correctly.</b></p>	<p>-Write some letters accurately.                      -Form lower-case and capital letters correctly. (First completing gross motor activities before progressing to fine motor activities).   <b>Aim- To present neatly.</b></p>	<p>-Engage in extended conversations about stories, learning new vocabulary.                      -Enjoy listening to longer stories and can remember much of what happens.                      -Pay attention to more than one thing at a time, which can be difficult.                      -Use a wider range of vocabulary.                      -Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".                      -Understand 'why' questions, like: "Why do you think the caterpillar got so fat?".                      -Sing a large repertoire of songs.                      -Know many rhymes, be able to talk about familiar books, and be able to tell a long story.                      -Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed for swam'.                      -Develop their pronunciation but may have problems saying:                      -Some sounds r, j, th, ch, and sh.                      -Multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.                      -Use longer sentences of four to six words.                      -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.                      -Start a conversation with an adult or a friend and continue it for many turns.                      -Use talk to organise themselves and their play "Let's go on a bus... You sit there... I'll be the driver".   <b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Descriptive Writing- Reception

Recount, experiences, diary, police reports, sports reports and Poetry

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and Listening
<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>-Ideas grouped together in time sequence.</li> <li>-Written in first person.</li> <li>-Written in past tense.</li> <li>-Focused on individual opinion.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>-innovate a well-known rhyme verbally.</li> <li>-Alphabet list poems.</li> <li>-Rhyming couplets.</li> <li>-Simple performance poetry i.e. One, Two Buckle My show.</li> </ul> <p><b>Aim- To write with a purpose.</b></p>	<ul style="list-style-type: none"> <li>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>-Support children to form the complete sentence orally before writing.</li> <li>-Help children memorise the sentence before writing by repeatedly saying it aloud.</li> <li>-Complete dictated sentences (ensuring that they contain only the taught sound-letter correspondences).</li> </ul> <p><b>Aim-To use sentences appropriately.</b></p> <ul style="list-style-type: none"> <li>-Re-read what they have written to check that it makes sense. (Teacher should model how to read and re-read your own writing to check that it makes sense).</li> </ul> <p><b>Aim-To analyse writing.</b></p>	<p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Aim- To organise writing appropriately.</b></p>	<ul style="list-style-type: none"> <li>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> </ul> <p><b>Aim- To punctuate accurately.</b></p>	<ul style="list-style-type: none"> <li>-Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>-Show children how to touch each finger as they say each sound.</li> <li>-For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</li> </ul> <p><b>Aim- To spell correctly.</b></p>	<ul style="list-style-type: none"> <li>-Form lower-case and capital letters correctly.</li> </ul> <p><b>Aim- To present neatly.</b></p>	<ul style="list-style-type: none"> <li>-Use new vocabulary in different contexts.</li> <li>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-Engage in non-fiction books.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>-Learn rhymes, poems and songs.</li> <li>-Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>-Describe events in some detail.</li> <li>-Use talk to help out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>-Develop social phrases.</li> <li>-Engage in story times.</li> <li>-Understand how to listen carefully and why listening is important.</li> <li>-Learn new vocabulary.</li> <li>-Use new vocabulary through the day.</li> <li>-Ask questions to find out more and to check they understand what has been said to them.</li> <li>-Articulate their ideas and thoughts in well-formed sentences.</li> <li>-Connect one idea or action to another using a range of connectives.</li> <li>-Engage in story times.</li> </ul> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Descriptive Writing- Year 1

Recount, experiences, diary, police reports, sports reports and Poetry

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and Listening
<p><b>Recount</b> -Ideas grouped together in time sequence. -Written in first person. -Written in past tense. -Focused on individual opinion.</p> <p><b>Descriptive</b> -Use of rhyme, word endings with the same sounds. -Use of alliteration, words starting with the same sounds. -Use of onomatopoeias, words that sound like the sounds that are made. -Use of simile, a comparison and description.</p> <p><b>Poetry</b> -Alliterative and Onomatopoeia poems. -Acrostic Poems -Innovate well-known rhyme (written) i.e., Twinkle, Twinkle little star. -Use of performance poetry i.e., Queue for the Zoo, Clare Bevan.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Simple Connectives are used to construct simple sentences e.g. and, but, then, so. -Simple sentences, starting with a pronoun and a verb e.g. He went home. -Saying aloud what they are going to write. -Composing a sentence orally before writing it. -Begin to use noun phrases.</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Re-reading what is written to check it makes sense. -Discuss what they written with their teacher.</p> <p><b>Aim-To analyse writing.</b></p> <p>-Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Aim-To present writing.</b></p>	<p><b>Recount</b> -First -Next -After -Finally -The best part was -The worst part was -I liked -I didn't like</p> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b> -What a noun is. Regular plural nouns with 'er'. <b>Verbs</b> -Third person, first person singular. -Ending added to verbs where there is change to root. -Simple past tense 'ed'. <b>Adjectives</b> -Add 'er' and 'est' to adjectives where no change is needed to root word. <b>Connectives/Conjunctions</b> -Join words and sentences using and/then. <b>Tense</b> -Simple past tense 'ed'. <b>Aim- To organise writing appropriately.</b></p>	<p>-Use spaces to separate words. -Begin to use full stops. -Begin to use exclamation marks. -Begin to use question marks. -Capital letters for start of sentences, names, personal pronouns. <b>Aim- To punctuate accurately.</b></p>	<p>-Using words containing 40+ phonemes already taught. -Spelling common exception words. -Spelling days of the week. -Naming the letters of the alphabet. -Using letter names to distinguish between alternative spellings with the same sound. -Add prefixes and suffixes -s, -es, un-, -ing. -Write sentences from memory. <b>Aim- To spell correctly.</b></p>	<p>-Sitting correctly and holding a pencil correctly. -Beginning to form lower case letters. -Forming digits 0-9. -Understanding that letters belong to families.</p> <p><b>Aim- To present neatly.</b></p>	<p>-To begin to listen and respond appropriately to adults and their peers. -To begin to know that different people have different ideas; be able to listen to these and contribute. -To begin to ask questions that are linked to the topic being discussed. -To answer questions on a wider range of topics and with encouragement, express their opinion. -Grow in confidence to speak clearly in a way that is easy to understand. -To speak in front of large audiences, e.g., in assembly, school plays. -To know when it is their turn to speak in a small group presentation or play performance. -To take part in a simple role-play of a known story. -To begin to speak in grammatically correct sentences... -To use appropriate vocabulary to describe their immediate world and feelings. -To extend vocabulary by exploring the meaning of new words, using relevant strategies. -To think of alternatives for simple vocabulary choices. -To join in with conversations. <b>Aim- To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Descriptive Writing- Year 2

Recount, experiences, diary, police reports, sports reports and Poetry

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-Writing for different purposes.</p> <p>-Encapsulating what they want to say sentence by sentence.</p> <p><b>Recount</b></p> <p>-Brief information and conclusion.</p> <p>-Written in the past tense e.g. I went.... I saw.....</p> <p>-Ideas organized in Chronological order using connectives that signal time.</p> <p><b>Descriptive</b></p> <p>-Use of rhyme, word endings with the same sounds.</p> <p>-Use of alliteration, words starting with the same sounds.</p> <p>-Use of onomatopoeias, words that sound like the sounds that are made.</p> <p>-Use of simile, a comparison and description.</p> <p><b>Poetry</b></p> <p>-Simple riddles</p> <p>-Quatrain- AABB or ABAB i.e. The Lost Property Office, Roger McGough.</p> <p>-Shape Poems, i.e, What is he?-Liz Brownlee.</p> <p>-Use of Performance Poetry, i.e, I'm walking with my Iguana, Brian Moses.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Subject/verb sentences e.g. He was.....</p> <p>They were.....</p> <p>It happened.....</p> <p>-Some modal verbs introduced e.g. would, could, should.</p> <p>-Use simple adverbs e.g. quickly, slowly.</p> <p>-Use simple noun phrases e.g. large tiger.</p> <p>-Simple connectives and, but, then, so, when link clauses.</p> <p>-Speech-like expressions in dialogue e.g., Chill out!</p> <p>-To build stamina for writing.</p> <p>-Planning work, by speaking out loud.</p> <p>- (Including writing down key words including vocabulary).</p> <p>-Writing and understanding sentence forms;</p> <p>-Statement.</p> <p>-Question.</p> <p>-Exclamation.</p> <p>-Command.</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Make simple additions, revisions and corrections, evaluating.</p> <p>-Re-reading and checking for sense.</p> <p>-Proof-reading to check for spelling and punctuation errors.</p> <p><b>Aim-To analyse writing.</b></p> <p>-Read aloud what they have written with correct and planned for intonation.</p> <p><b>Aim-To present writing.</b></p>	<p><b>Recount</b></p> <p>-Afterwards</p> <p>-After that</p> <p>-When</p> <p>-Suddenly</p> <p>-Just then</p> <p>-Next</p> <p>-Much later</p> <p>-I found it interesting when</p> <p>-I found it boring when</p> <p>-I didn't expect</p> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <p>-Form nouns using suffixes and compounding.</p> <p>-Expanded noun phrases for description.</p> <p>-Add 'es' to nouns</p> <p><b>Verbs</b></p> <p>-Progressive form of verbs in the past and present tense.</p> <p>-Add 'es', 'ed' and 'ing' to verbs.</p> <p><b>Adjectives</b></p> <p>-Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b>Connectives/Conjunctions</b></p> <p>-Subordination- when, if, that, because.</p> <p>-Coordination- or, and, but.</p> <p><b>Tense</b></p> <p>-Simple past tense 'ed'.</p> <p>-Correct and consistent use of past and present tense.</p> <p><b>Adverbs</b></p> <p>- 'ly' added to adjective to form adverbs (making longer words).</p> <p>-Adding -ment, -ness, full, -less.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Use spaces that reflect the size of the letters.</p> <p>-Use full stops correctly.</p> <p>-Use question marks correctly.</p> <p>-Use exclamation marks correctly.</p> <p>-Use capital letters correctly.</p> <p>-Apostrophes for contractions.</p> <p>-Possessive apostrophes for singular nouns.</p> <p>-Commas to separate items in lists.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-Segmenting spoken words into phonemes and representing these by graphemes spelling correctly.</p> <p>-Learning new ways to spell phonemes including a few common homophones.</p> <p>-Learning to spell common exception words.</p> <p>-Distinguishing between homophones and near homophones.</p> <p>-Write from memory a simple sentence dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Form lower case letters of the correct size relative to one another.</p> <p>-Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another and to lower case letters.</p> <p><b>Aim- To present neatly.</b></p>	<p>See Year 1.</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Descriptive Writing- Year 3

Recount, experiences, diary, police reports, sports reports and Poetry

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>-Clear introduction.</li> <li>-Organised into paragraphs shaped around key events.</li> <li>-A closing statement to summarise the overall impact.</li> </ul> <p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>-Use of a metaphor, a comparison of two things that are not alike, but have 1 thing in common i.e., her tears were a river flowing down her cheeks.</li> <li>-Use of Personification, giving something non-human human qualities or abilities i.e., the moon played hide and seek with the clouds.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>-Narrative with Rhyme i.e. Scared, Michael Rosen.</li> <li>-Question and Answer Poems, Registration, Alan Ahlberg.</li> <li>-Haiku and Tankas</li> <li>-Use of performance poetry, i.e. life doesn't frighten me at all, Mya Angelou</li> </ul> <p><b>Aim- To write with a purpose.</b></p>	<ul style="list-style-type: none"> <li>-Simple sentences with extra description.</li> <li>-Some complex sentences using when, if, as etc.</li> <li>-Tense consistent e.g., modal verbs can/will. *<i>Or/And e.g., typically past tense for narration, present tense in dialogue.</i></li> <li>-Adverbials e.g., when she arrived at the scene, the doctors told her exactly what happened.</li> <li>-Dialogue is realistic and conversational in style e.g. Well, I suppose....</li> <li>-Verbs used are specific for action e.g., rushed, showed, pushed.</li> <li>-Expanded noun phrases e.g., two horrible hours.</li> <li>-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>-Discussing and recording ideas.</li> <li>-Draft and write by-                             <ul style="list-style-type: none"> <li>-Composing and rehearsing sentences orally (including dialogue), progressively building a rich vocabulary and an increasing range of sentence structures.</li> </ul> </li> </ul> <p><b>Aim-To use sentences appropriately.</b></p> <ul style="list-style-type: none"> <li>-Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>-Proposing/developing from changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>-Proofread for spelling and punctuation errors.</li> </ul> <p><b>Aim-To analyse writing.</b></p> <ul style="list-style-type: none"> <li>-Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Aim-To present writing.</b></p>	<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>-Last week</li> <li>-During our school trip</li> <li>-Soon</li> <li>-Meanwhile</li> <li>-To begin with I was pleased that</li> <li>-I didn't expect that</li> <li>-It was difficult to</li> </ul> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <ul style="list-style-type: none"> <li>-Form nouns using prefixes.</li> <li>-Nouns and Pronouns used to avoid repetition.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>-Present perfect forms of verbs instead of 'the'.</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>-Choose appropriate adjectives.</li> </ul> <p><b>Connectives/Conjunctions</b></p> <ul style="list-style-type: none"> <li>-Express time and cause (When, so, before, after, while, because).</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>-Correct and consistent use of past and present tense.</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>-Introduce/revise adverbs.</li> <li>-Express time and cause; then, next, soon.</li> </ul> <p><b>Indefinite Article</b></p> <ul style="list-style-type: none"> <li>-A or an.</li> </ul> <p><b>Aim- To organise writing appropriately.</b></p>	<ul style="list-style-type: none"> <li>-Introduce possessive apostrophes for plural nouns.</li> <li>-Introduce inverted commas.</li> </ul> <p><b>Aim- To punctuate accurately.</b></p>	<ul style="list-style-type: none"> <li>-To further use prefixes and suffixes and understand how to add them.</li> <li>-Spell further homophones.</li> <li>-Spell words that are often misspelt.</li> <li>-Place the possessive apostrophe accurately in words with irregular plurals i.e.- children's.</li> <li>-Use the first 2 or 3 letters of a word to check its spellings in a dictionary.</li> <li>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>-Continue to support understanding and application of the concept of word structure. (Pupils need sufficient knowledge of spelling in order to use dictionaries effectively).</li> <li>-Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</li> </ul> <p><b>Aim- To spell correctly.</b></p>	<ul style="list-style-type: none"> <li>-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left enjoined.</li> <li>-Increase the legibility, consistency and quality of their handwriting, (<i>for example by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing sufficiently so that the ascenders and descenders of letters do not touch</i>).</li> </ul> <p><b>Aim- To present neatly.</b></p>	<p>See Year 1.</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Descriptive Writing- Year 4

Recount, experiences, diary, police reports, sports reports and Poetry

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>-Clear introduction and conclusion.</li> <li>-Links between sentences help to navigate the reader from one ideas to the next.</li> <li>-Paragraphs organised correctly around key events.</li> <li>-Elaboration used to reveal the writer's emotions and responses.</li> </ul> <p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>-Use of a metaphor, a comparison of two things that are not alike, but have 1 thing in common i.e., her tears were a river flowing down her cheeks.</li> <li>-Use of Personification, giving something non-human human qualities or abilities i.e., the moon played hide and seek with the clouds.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>-Limericks</li> <li>-Monologue, on voice, i.e., Team talk, Alan Ahlberg.</li> <li>-Simile and metaphor poem i.e. The treasures, Clare Bevan or Don't be scared, Caroll Ann Duffy.</li> <li>-Use of performance poetry, i.e., Macavity by T.S. Eliot.</li> </ul> <p><b>Aim- To write with a purpose.</b></p>	<ul style="list-style-type: none"> <li>-Variation in sentence structures e.g. While we watched the sea lion show....</li> <li>-Use embedded/relative clauses e.g., Penguins, which are very agile....</li> <li>-Include adverbs to show how often e.g., additionally, frequently, rarely.</li> <li>-Sentences build from a general idea to more specific.</li> <li>-Use emotive language to show personal response e.g., fabulous, showcase in.</li> <li>-Tense changes (present and perfect forms of verbs. Contrasts to the past tense); verbs may refer to continuous action e.g., will be thinking.</li> <li>-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>-Discussing and recording ideas.</li> <li>-Draft and write by-                             <ul style="list-style-type: none"> <li>-Composing and rehearsing sentences orally (including dialogue), progressively building a rich vocabulary and an increasing range of sentence structures.</li> </ul> </li> </ul> <p><b>Aim-To use sentences appropriately.</b></p> <ul style="list-style-type: none"> <li>-Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>-Proposing/developing from changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>-Proofread for spelling and punctuation errors.</li> </ul> <p><b>Aim-To analyse writing.</b></p> <ul style="list-style-type: none"> <li>-Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Aim-To present writing.</b></p>	<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>-Later on.....</li> <li>-Before long.....</li> <li>-At that first moment.....</li> <li>-At precisely.....</li> <li>-When this was complete.....</li> <li>-I was gripped by.....</li> <li>-I felt overwhelmed when.....</li> <li>-I was personally affected by.....</li> <li>-This has changed how I feel about.....</li> </ul> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <ul style="list-style-type: none"> <li>-Nouns and pronouns used for clarity and cohesion.</li> <li>-Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>-Standard English forms for verbs.</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>-Choose appropriate adjectives.</li> </ul> <p><b>Connectives/Conjunctions</b></p> <ul style="list-style-type: none"> <li>-A wide range of connectives/conjunctions including co-ordinating and subordinating.</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>-Correct use of past and present tense.</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>-Know what an adverbial phrase is.</li> </ul> <p><b>Indefinite Article</b></p> <ul style="list-style-type: none"> <li>-Comma after fronted adverbials.</li> </ul> <p><b>Aim- To organise writing appropriately.</b></p>	<ul style="list-style-type: none"> <li>-Apostrophe to mark singular and plural possession.</li> <li>-Commas after fronted adverbials.</li> <li>-Use inverted commas and other punctuation to indicate direct speech.</li> </ul> <p><b>Aim- To punctuate accurately.</b></p>	<ul style="list-style-type: none"> <li>-See Year 3.</li> </ul> <p><b>Aim- To spell correctly.</b></p>	<ul style="list-style-type: none"> <li>-See Year 3.</li> </ul> <p><b>Aim- To present neatly.</b></p>	<ul style="list-style-type: none"> <li>-See Year 1.</li> </ul> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Descriptive Writing- Year 5

Recount, experiences, diary, police reports, sports reports and Poetry

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>-Developed introduction and conclusion including elaborated personal response.</li> <li>-Description of events are detailed and engaging.</li> <li>-The information is organised chronologically with clear signals to the reader about time, please and personal response.</li> <li>-Purpose of the recount an experience revealing the writer's perspective.</li> </ul> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>-Use of pathetic fallacy, therefore always giving emotions to something non-human. I.e., The weather can be used to reflect an emotion 'a storm ranging during an argument'.</li> <li>-Use of symbolism, use of symbols to represent a deeper meaning or them i.e., a ticking clock to represent the passing of time etc....</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>-Kennings</li> <li>-Cinquain</li> <li>-Personification poems i.e., City Jungle, Pie Corbett.</li> <li>-Use of performance poetry i.e., Give and take- Roger McGough.</li> </ul> <p><b>Aim- To write with a purpose.</b></p>	<ul style="list-style-type: none"> <li>-Sentence length varied e.g., short/long.</li> <li>-Active and passive voice used deliberately to heighten engagement. E.g., Giraffes left the enclosure, or the ring was removed from the drawer.</li> <li>-Wide range of subordinate connectives e.g., whilst, until, despite.</li> <li>-Embedded subordinate clauses are used for economy or emphasis.</li> <li>-Figurative language used to build description (sometimes clichéd) e.g., the crowd charged like bulls.</li> <li>-Repetition is used for effect e.g., the boys ran and ran until they could run no more.</li> <li>-Plan their writing by: <ul style="list-style-type: none"> <li>-Identifying the guidance for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own.</li> <li>-Noting and developing initial ideas, drawing reading and research where necessary.</li> <li>-In writing narratives; considering how authors have developed characters and setting in what pupils have read, listened to or seen perform.</li> <li>-Draft and write by;</li> <li>-Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>- "Using passive verbs" to affect the presentation of information in a sentence.</li> <li>-Using the perfect form of verbs to make relationships of time and cause</li> <li>-Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>-Using relative clauses, beginning with whom which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun.</li> </ul> </li> </ul> <p><b>Aim-To use sentences appropriately.</b></p> <ul style="list-style-type: none"> <li>-Assessing the effectiveness of their own and their others writing.</li> <li>-Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>-Ensuring the consistent use of tenses throughout a piece of writing.</li> <li>-Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register.</li> <li>-Proofread for spelling and punctuation errors.</li> </ul> <p><b>Aim-To analyse writing.</b></p> <ul style="list-style-type: none"> <li>-Performs their own compositions using appropriate intonation, volume and movement so that meaning is clear.</li> </ul> <p><b>Aim-To present writing.</b></p>	<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>-As it happened</li> <li>-As a result of</li> <li>-Consequently</li> <li>-Subsequently</li> <li>-Unlike the rest of the group, I felt.....</li> <li>-In a flash.....</li> <li>-Presently</li> <li>-Meanwhile</li> <li>-In conclusion</li> <li>-The experience overall.....</li> </ul> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <ul style="list-style-type: none"> <li>-Locate and identify expanded noun phrases.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>-Use modal verbs.</li> <li>-Prefixes for verbs; dis, de, mis, over, ise, ify</li> <li>-Convert adjectives in verbs using suffixes; ate, ise, ify.</li> <li><i>(To indicate degrees of possibility).</i></li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>-Choose appropriate adjectives.</li> </ul> <p><b>Connectives/Conjunctions</b></p> <ul style="list-style-type: none"> <li>-A wide range of connectives.</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>-Change tense according to features of the genre.</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>-Know what an adverbial phrase is.</li> </ul> <p><b>Fronted adverbials</b></p> <ul style="list-style-type: none"> <li>-Comma after fronted adverbials.</li> <li>-Adverbials of time, place and number.</li> </ul> <p><b>Aim- To organise writing appropriately.</b></p>	<ul style="list-style-type: none"> <li>-Consolidate all previous learning.</li> <li>-Brackets</li> <li>-Dashes</li> <li>-Colons</li> <li>-Semicolons</li> <li>-To indicate Parenthesis.</li> <li>-Commas for ambiguity.</li> <li>-Hyphens for ambiguity.</li> <li>-Using a colon to introduce a list.</li> <li>-Punctuating bullet points consistently.</li> </ul> <p><b>Aim- To punctuate accurately.</b></p>	<ul style="list-style-type: none"> <li>-To use further prefixes and suffixes and understand the guidance for adding them.</li> <li>-Spell some words with silent letters (for example knight, psalm, solemn).</li> <li>-Continue to distinguish between homophones and other words which are often confused.</li> <li>-Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specially.</li> <li>-Use dictionaries to check spellings and meaning of words.</li> <li>-Use the first 3 or 4 letters of a word to check spelling meaning or both of these in a dictionary.</li> <li>-Use a thesaurus.</li> </ul> <p><b>Aim- To spell correctly.</b></p>	<ul style="list-style-type: none"> <li>-Write legibly, fluently with increasing speed by;</li> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>-Choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Aim- To present neatly.</b></p>	<ul style="list-style-type: none"> <li>-To narrate stories with intonation and expression.</li> <li>-To add detail and excitement for the listener.</li> <li>-To use feedback from adults and peers (and from observing other speakers) to make improvements to a performance).</li> <li>-To combine vocabulary choices gestures and body movement to take n and maintain the role of a character.</li> <li>-To regularly use interesting adjectives, adverbials phrases and extending noun phrases in speech.</li> <li>-To know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>-To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</li> <li>-To plan and present information with ambitious added detail and description for the listener.</li> <li>-To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li> </ul> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

## Descriptive Writing- Year 6

Recount, experiences, diary, police reports, sports reports and Poetry

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Recount</b></p> <p>-The report is well constructed and answers the reader's questions.</p> <p>-The writer understands the impact and thinks about the response.</p> <p>-Information is prioritised according to importance and a frame of response set up for the reply.</p> <p><b>Description</b></p> <p>-Use of pathetic fallacy, therefore always giving emotions to something non-human. I.e. The weather can be used to reflect an emotion 'a storm ranging during an argument'.</p> <p>-Use of symbolism, use of symbols to represent a deeper meaning or them i.e. a ticking clock to represent the passing of time etc.....</p> <p>Poetry</p> <p>Blank Verse (classics) i.e., Mercutio's Queen Mab Monologue in Shakespeare's Romeo and Juliet.</p> <p>-Sonnets (Classic)</p> <p>-Narrative/Classic i.e. The Jabberwocky, by Lewis Carroll.</p> <p>-Use of performance poetry, i.e. In Flanders Fields, John McCrae.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Verb forms are controlled and precise e.g. It would be regrettable if the wildlife funds came to an end.</p> <p>-Modifiers are used to intensify or qualify e.g., insignificant amount, exceptionally.</p> <p>-Sentence length and type of varied according to purpose.</p> <p>-Front adverbials use to clarify writer's position e.g., As a consequence of their actions...</p> <p>-Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>-Prepositional phrases used cleverly e.g. In the event of a fire...</p> <p>Relative clauses</p> <p>-Level of formality including a shift in formality.</p> <p>-Plan their writing by:</p> <p>-Identifying the guidance for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own.</p> <p>-Noting and developing initial ideas, drawing reading and research where necessary.</p> <p>-In writing narratives; considering how authors have developed characters and setting in what pupils have read, listened to or seen perform.</p> <p>-Draft and write by:</p> <p>-Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>-Using passive verbs* to affect the presentation of information in a sentence.</p> <p>-Using the perfect form of verbs to make relationships of time and cause</p> <p>-Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>-Using relative clauses, beginning with whom which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun.</p> <p>-Viewpoint is well controlled and precise e.g., Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>-Sentence length and type varied according to purpose.</p> <p>-Figurative language used to build up description e.g. everyone charged like a deer caught under threat.</p> <p>-Prepositional phrases used cleverly. E.g. In the messy scramble for the bag.</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Assessing the effectiveness of their own and their others writing.</p> <p>-Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>-Ensuring the consistent use of tenses throughout a piece of writing.</p> <p>-Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register.</p> <p>-Proofread for spelling and punctuation errors.</p> <p><b>Aim-To analyse writing.</b></p> <p>-Performs their own compositions using appropriate intonation, volume and movement so that meaning is clear.</p> <p><b>Aim-To present writing.</b></p>	<p><b>Recount</b></p> <p>-They are unusually</p> <p>-They are rarely</p> <p>-They are never</p> <p>-They are very</p> <p>-Generally</p> <p>-Be careful if you</p> <p>-Frequently they</p> <p>-I will attempt to</p> <p>-This article will frame</p> <p>-It can be difficult to</p> <p>-Each paragraph</p> <p>-More than half</p> <p>-Less than half.....</p> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <p>-Expand noun phrases to convey complicated information concisely.</p> <p><b>Verbs</b></p> <p>-Use modal verbs.</p> <p>-Prefixes for verbs: dis, de, mis, over, ise, ify. (To indicate degrees of possibility).</p> <p><b>Adjectives</b></p> <p>-Choose appropriate adjectives.</p> <p><b>Connectives/Conjunctions</b></p> <p>-Use a wide range of connectives.</p> <p><b>Tense</b></p> <p>-Change tense according to features of the genre.</p> <p><b>Adverbs</b></p> <p>-Link ideas across a text using cohesive devices such as adverbials.</p> <p><b>Fronted adverbials</b></p> <p>-See above.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Use a wide range of punctuation throughout the writing.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-See Year 5.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-See Year 5.</p> <p><b>Aim- To present neatly.</b></p>	<p>See Year 5.</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Narration- Nursery

Autobiography and story.

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-Use some of their print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example, 'That says mummy'. -Make marks on their picture to stand for their name.</p> <p><b>Aim-To use sentences appropriately.</b></p> <p><b>Aim-To analyse writing.</b></p> <p><b>Aim-To present writing.</b></p>	<p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Aim- To organise writing appropriately.</b></p>	<p><b>Aim- To punctuate accurately.</b></p>	<p>-Write some or all of their name.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Write some letters accurately. -Form lower-case and capital letters correctly. (First completing gross motor activities before progressing to fine motor activities).</p> <p><b>Aim- To present neatly.</b></p>	<p>-Engage in extended conversations about stories, learning new vocabulary. -Enjoy listening to longer stories and can remember much of what happens. -Pay attention to more than one thing at a time, which can be difficult. -Use a wider range of vocabulary. -Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". -Understand 'why' questions, like: "Why do you think the caterpillar got so fat?". -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. -Develop their pronunciation but may have problems saying: -Some sounds r, j, th, ch, and sh. -Multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. -Use longer sentences of four to six words. -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play "Let's go on a bus... You sit there... I'll be the driver".</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Narration- Reception

Autobiography and story.

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Aim- To write with a purpose.</b></p>	<p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. -Support children to form the complete sentence orally before writing. -Help children memorise the sentence before writing by repeatedly saying it aloud. -Complete dictated sentences (ensuring that they contain only the taught sound-letter correspondences).</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Re-read what they have written to check that it makes sense. (Teacher should model how to read and re-read your own writing to check that it makes sense).</p> <p><b>Aim-To analyse writing.</b></p> <p><b>Aim-To present writing.</b></p>	<p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Aim- To organise writing appropriately.</b></p>	<p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-Spell words by identifying the sounds and then writing the sound with letter/s. -Show children how to touch each finger as they say each sound. -For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Form lower-case and capital letters correctly.</p> <p><b>Aim- To present neatly.</b></p>	<p>-Use new vocabulary in different contexts. -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. -Listen to and talk about stories to build familiarity and understanding. -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -Learn rhymes, poems and songs. -Listen carefully to rhymes and songs, paying attention to how they sound. -Describe events in some detail. -Use talk to help out problems and organise thinking and activities, and to explain how things work and why they might happen. -Develop social phrases. -Engage in story times. -Understand how to listen carefully and why listening is important. -Learn new vocabulary. -Use new vocabulary through the day. -Ask questions to find out more and to check they understand what has been said to them. -Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. -Engage in story times.</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Narration- Year 1

Autobiography and story.

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-Use of dialogue, conversations used to move a narrative along.</p> <p><b>Autobiography</b></p> <p>-Grouping ideas together in a time sequence.</p> <p>-Writing in first person.</p> <p>-Using past tense to write.</p> <p>-Focus on individual or group participants e.g. I, we.</p> <p><b>Story</b></p> <p>-Beginning or end of narrative signalled e.g. one day.</p> <p>-Ideas grouped together for similarity.</p> <p>-Attempts at third person writing. E.g. The wolf was hiding.</p> <p>-Written in the appropriate tense. (Mainly consistent). E.g. Goldilocks was Jack is...</p> <p>-Sequencing sentences to form a short narrative.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Use simple connectives to construct sentences e.g., and, but, then, so.</p> <p>-Simple sentences, starting with a pronoun and a verb e.g. He went home.</p> <p>-Saying aloud what they are going to write.</p> <p>-Composing a sentence orally before writing it.</p> <p>-Begin to use noun phrases.</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Re-reading what is written to check it makes sense.</p> <p>-Discuss what they written with their teacher.</p> <p><b>Aim-To analyse writing.</b></p> <p>-Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Aim-To present writing.</b></p>	<p><b>Autobiography</b></p> <p>-First</p> <p>-Next</p> <p>-After</p> <p>-Finally</p> <p>-When he/she was born.....</p> <p>-When he/she was five years old.....</p> <p>-An interesting thing about.....</p> <p>-A fact about.....</p> <p>-He/she will be remembered for.....</p> <p><b>Story</b></p> <p>-Range of size adjectives used e.g. big, mall.</p> <p>-Range of colour adjectives used e.g. red, blue.</p> <p>-Range of emotion words used e.g. sad, angry, cross.</p> <p>Pronouns: I, she, he, they.</p> <p>Conjunctions: and, but, then, or, this, next.</p> <p>Once upon a time, one day, happily ever after</p> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <p>-What a noun is. Regular plural nouns with 'er'.</p> <p><b>Verbs</b></p> <p>-Third person, first person singular.</p> <p>-Ending added to verbs where there is change to root.</p> <p>-Simple past tense 'ed'.</p> <p><b>Adjectives</b></p> <p>-Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b>Connectives/Conjunctions</b></p> <p>-Join words and sentences using and/then.</p> <p><b>Tense</b></p> <p>-Simple past tense 'ed'.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Use spaces to separate words.</p> <p>-Begin to use full stops.</p> <p>-Begin to use exclamation marks.</p> <p>-Begin to use question marks.</p> <p>-Capital letters for start of sentences, names, personal pronouns.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-Using words containing 40+ phonemes already taught.</p> <p>-Spelling common exception words.</p> <p>-Spelling days of the week.</p> <p>-Naming the letters of the alphabet.</p> <p>-Using letter names to distinguish between alternative spellings with the same sound.</p> <p>-Add prefixes and suffixes -s, -es, un-, -ing.</p> <p>-Write sentences from memory.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Sitting correctly and holding a pencil correctly.</p> <p>-Beginning to form lower case letters.</p> <p>-Forming digits 0-9.</p> <p>-Understanding that letters belong to families.</p> <p><b>Aim- To present neatly.</b></p>	<p>-To begin to listen and respond appropriately to adults and their peers.</p> <p>-To begin to know that different people have different ideas: be able to listen to these and make a contribution.</p> <p>-To understand instructions with more than one point in many situations</p> <p>-To answer questions on a wider range of topics and with encouragement, express their opinion.</p> <p>-To know when it is their turn to speak in a small group presentation or play performance.</p> <p>-To extend their vocabulary by exploring the meaning of new words, using relevant strategies.</p> <p>-To organise their knowledge into sentences before expressing them.</p> <p>-To gain the interest of the listener.</p> <p>-To join in with conversations.</p> <p>-To recognise when it is their turn to speak in a discussion.</p> <p>-To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p> <p>-To begin to ask questions that are linked to the topic being discussed.</p> <p>-Grow in confidence to speak clearly in a way that is easy to understand.</p> <p>-To speak in front of larger audiences, e.g., in assembly, school plays.</p> <p>-To take part in a simple role-play of a known story.</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Narration- Year 2

Autobiography and story.

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-Writing for different purposes.</p> <p>-Encapsulating what they want to say sentence by sentence</p> <p>-Use of dialogue, conversations used to move a narrative along.</p> <p><b>Autobiography</b></p> <p>-Brief introduction and conclusion.</p> <p>-Written in the past tense e.g. He went..... She travelled.</p> <p>-Main ideas organised in groups.</p> <p>-Ideas organised in chronological order using connectives that signal time.</p> <p>-Write a narrative of own and others.</p> <p>-Write about real events for different purposes.</p> <p><b>Story</b></p> <p>-Sentences organised chronologically indicated by time related words e.g., finally.</p> <p>-Divisions in narrative may be marked by sections/paragraphs.</p> <p>-Connections between sentences make references to characters e.g., Peter and Jane/ they.</p> <p>-Connections between sentences indicate extra information e.g., but they got bored or indicate concurrent events e.g., as they were waiting.</p> <p>-Writing a narrative for different purposes.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Subject/verb sentences. E.g.- He was..... They were..... It happened.....</p> <p>-Some modal verbs introduced e.g., would, could, should.</p> <p>-use simple adverbs e.g., quickly, slowly.</p> <p>-Use simple noun phrases e.g., large crowd.</p> <p>-Simple connectives and, but, then, so, when link clauses.</p> <p>-Speech-like expressions in dialogue e.g., Chill out!</p> <p>-To build stamina for writing.</p> <p>-Planning work, by speaking out loud.</p> <p>- (Including writing down key words including vocabulary).</p> <p>-Writing and understanding sentence forms;</p> <p>-Statement.</p> <p>-Question.</p> <p>-Exclamation.</p> <p>-Command.</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Make simple additions, revisions and corrections, evaluating.</p> <p>-Re-reading and checking for sense.</p> <p>-Proof-reading to check for spelling and punctuation errors.</p> <p><b>Aim-To analyse writing.</b></p> <p>-Read aloud what they have written with correct and planned for intonation.</p> <p><b>Aim-To present writing.</b></p>	<p><b>Autobiography</b></p> <p>-As a child.....</p> <p>-As a teenager.....</p> <p>-At a young age.....</p> <p>-Many years later.....</p> <p>-One of the interesting things about.....was.....</p> <p>-In my view</p> <p>-His/her life was.....</p> <p>-I believe.....</p> <p>-He/she was.....</p> <p>-He/she became.....</p> <p><b>Story</b></p> <p><b>-Time connectives:</b> after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summaries.</p> <p><b>-Conjunctions:</b> who, because.</p> <p><b>-Adverbs:</b> suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully.</p> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <p>-Form nouns using suffixes and compounding.</p> <p>-Expanded noun phrases for description.</p> <p>-Add 'es' to nouns</p> <p><b>Verbs</b></p> <p>-Progressive form of verbs in the past and present tense.</p> <p>-Add 'es', 'ed' and 'ing' to verbs.</p> <p><b>Adjectives</b></p> <p>-Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b>Connectives/Conjunctions</b></p> <p>-Subordination- when, if, that, because.</p> <p>-Coordination- or, and, but.</p> <p><b>Tense</b></p> <p>-Correct and consistent use of past and present tense.</p> <p><b>Adverbs</b></p> <p>- 'ly' added to adjective to form adverbs (<i>making longer words</i>).</p> <p>-Adding -ment, -ness, full, -less.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Use spaces that reflect the size of the letters.</p> <p>-Use full stops correctly.</p> <p>-Use question marks correctly.</p> <p>-Use exclamation marks correctly.</p> <p>-Use capital letters correctly.</p> <p>-Apostrophes for contractions.</p> <p>-Possessive apostrophes for singular nouns.</p> <p>-Commas to separate items in lists.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-Segmenting spoken words into phonemes and representing these by graphemes spelling correctly.</p> <p>-Learning new ways to spell phonemes including a few common homophones.</p> <p>-Learning to spell common exception words.</p> <p>-Distinguishing between homophones and near homophones.</p> <p>-Write from memory a simple sentence dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Form lower case letters of the correct size relative to one another.</p> <p>-Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another and to lower case letters.</p> <p><b>Aim- To present neatly.</b></p>	<p>See Year 1.</p> <p><b>Aim- To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Narration- Year 3

Autobiography and story.

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and Listening
<p>-In narratives, creating settings, characters and plot.</p> <p>-Use of a pun, a play on words or words that sound similar but have different meanings i.e., she had a photographic memory but never developed it!</p> <p><b>Autobiography</b></p> <p>-Clear introduction.</p> <p>-Organised into paragraphs shaped around key events.</p> <p>-A closing statement to summarise the overall impact.</p> <p><b>Story</b></p> <p>-Time and place are referenced to guide the reader through the text e.g., in the morning.</p> <p>-Organised into paragraphs e.g. When she arrives at the bears house.....</p> <p>-Cohesion is strengthened through relationships between characters e.g., Jack, his, his mother, her.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Simple sentences with extra description.</p> <p>-Some complex sentences using when, if, as etc.</p> <p>-Tense consistent e.g., modal verbs can/will. * *Or/And e.g., typically past tense for narration, present tense in dialogue.</p> <p>-Adverbials e.g., when she arrived at the scene, the doctors told her exactly what happened.</p> <p>-Dialogue is realistic and conversational in style e.g. Well, I suppose.....</p> <p>-Verbs used are specific for action e.g., rushed, showed, pushed.</p> <p>-Expanded noun phrases e.g., two horrible hours.</p> <p>-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>-Discussing and recording ideas.</p> <p>-Draft and write by-</p> <p>-Composing and rehearsing sentences orally (including dialogue), progressively building a rich vocabulary and an increasing range of sentence structures.</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Assessing the effectiveness of their own and others writing and suggesting improvements.</p> <p>-Proposing/developing from changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>-Proofread for spelling and punctuation errors.</p> <p><b>Aim-To analyse writing.</b></p> <p>-Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><b>Aim-To present writing.</b></p>	<p><b>Autobiography</b></p> <p>-During his/her early life.....</p> <p>-Soon afterwards.....</p> <p>-Sometimes he.....</p> <p>-Strangely.....</p> <p>-One of the most remarkable facts about.....</p> <p>-His/her greatest achievement was.....</p> <p><b>Story</b></p> <p><b>-Connectives:</b> also, however, therefore, after that, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as.</p> <p><b>-Adverbs:</b> very, rather, slightly.</p> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <p>-Form nouns using prefixes.</p> <p>-Nouns and Pronouns used to avoid repetition.</p> <p><b>Verbs</b></p> <p>-Present perfect forms of verbs instead of 'the'.</p> <p><b>Adjectives</b></p> <p>-Choose appropriate adjectives.</p> <p><b>Connectives/Conjunctions</b></p> <p>-Express time and cause (when, so, before, after, while, because).</p> <p><b>Tense</b></p> <p>-Correct and consistent use of past and present tense.</p> <p><b>Adverbs</b></p> <p>-Introduce/revise adverbs.</p> <p>-Express time and cause; then, next, soon.</p> <p><b>Indefinite Article</b></p> <p>-A or an.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Introduce possessive apostrophes for plural nouns.</p> <p>-Introduce inverted commas.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-To further use prefixes and suffixes and understand how to add them.</p> <p>-Spell further homophones.</p> <p>-Spell words that are often misspelt.</p> <p>-Place the possessive apostrophe accurately in words with irregular plurals i.e.- children's.</p> <p>-Use the first 2 or 3 letters of a word to check its spellings in a dictionary.</p> <p>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>-Continue to support understanding and application of the concept of word structure. (Pupils need sufficient knowledge of spelling in order to use dictionaries effectively).</p> <p>-Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left enjoined.</p> <p>-Increase the legibility, consistency and quality of their handwriting, (for example by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing sufficiently so that the ascenders and descenders of letters do not touch).</p> <p><b>Aim- To present neatly.</b></p>	<p>See Year 1.</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Narration- Year 4

#### Autobiography and story.

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-In narratives, creating settings, characters and plot.</p> <p>-Use of a pun, a play on words or words that sound similar but have different meanings i.e., she had a photographic memory but never developed it!</p> <p><b>Autobiography</b></p> <p>-Clear introduction and conclusion.</p> <p>-Links between sentences help to navigate the reader from one idea to the next.</p> <p>-Paragraphs organised correctly around key events.</p> <p>-Elaboration is used to reveal the writer's emotions and responses.</p> <p><b>Story</b></p> <p>-Link between opening and resolution.</p> <p>-Links between sentences help to navigate the reader from one idea to the next e.g., contrasts in mood; angry mother, disheartened Jack.</p> <p>-Paragraphs organised correctly to build up to key events.</p> <p>-Repetition avoided through using different sentence structures and ellipsis.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Variation in sentence structures e.g. While we watched the sea lion show....</p> <p>-Use embedded/relative clauses e.g., Penguins, which are very agile....</p> <p>-Include adverbs to show how often e.g., additionally, frequently, rarely.</p> <p>-Sentences build from a general idea to more specific.</p> <p>-Use emotive language to show personal response e.g., fabulous, showcase in.</p> <p>-Tense changes (present and perfect forms of verbs. Contrasts to the past tense); verbs may refer to continuous action e.g., will be thinking.</p> <p>-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>-Discussing and recording ideas.</p> <p>-Draft and write by-</p> <p>-Composing and rehearsing sentences orally (including dialogue), progressively building a rich vocabulary and an increasing range of sentence structures.</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Assessing the effectiveness of their own and others writing and suggesting improvements.</p> <p>-Proposing/developing from changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>-Proofread for spelling and punctuation errors.</p> <p><b>Aim-To analyse writing.</b></p> <p>-Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><b>Aim-To present writing.</b></p>	<p><b>Autobiography</b></p> <p>-In his/ her early years.....</p> <p>-By the time he/she had.....</p> <p>-In his/her final years.....</p> <p>-What is clear is that.....</p> <p>-Even though he/she was not popular at the time.</p> <p>-Although feeling ran high in the community.</p> <p>-In many ways, it was not until.....</p> <p>-He/she might have been.....</p> <p>-His/her one regret was that.....</p> <p><b>Story</b></p> <p><b>-Connectives:</b> in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually.</p> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <p>-Nouns and pronouns used for clarity and cohesion.</p> <p>-Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><b>Verbs</b></p> <p>-Standard English forms for verbs.</p> <p><b>Adjectives</b></p> <p>-Choose appropriate adjectives.</p> <p><b>Connectives/Conjunctions</b></p> <p>-A wide range of connectives/conjunctions including co-ordinating and subordinating.</p> <p><b>Tense</b></p> <p>-Correct use of past and present tense.</p> <p><b>Adverbs</b></p> <p>-Know what an adverbial phrase is.</p> <p><b>Fronted adverbials</b></p> <p>-Comma after fronted adverbials.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Apostrophe to mark singular and plural possession.</p> <p>-Commas after fronted adverbials.</p> <p>-Use inverted commas and other punctuation to indicate direct speech.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-See Year 3.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-See Year 3.</p> <p><b>Aim- To present neatly.</b></p>	<p>See Year 1.</p> <p><b>Aim-To communicate effectively.</b></p>

# Progression Map for Writing @ Baldwins Gate Primary School

## Narration- Year 5

Autobiography and story.

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-In narratives describing settings, characters and atmosphere and integrating dialogue to convey character and advance action.</p> <p>-Use a wide range of devices to build up cohesion within and across paragraphs.</p> <p>-Use of colloquialisms, a selection of reginal words/phrases used in informal dialogue. i.e. don't have a strop!</p> <p><b>Autobiography</b></p> <p>-Develop introduction and conclusion including elaborated personal response.</p> <p>-Description of events are detailed and engaging.</p> <p>-The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>-Use of subheadings.</p> <p>-Purpose of the recount an experience revealing the writer's perspective.</p> <p><b>Story</b></p> <p>-Sequence of plot may be disrupted for effect e.g., flashback.</p> <p>-Opening and resolution shape the story structural features of narrative are included e.g., repetition for effect.</p> <p>-Paragraphs varied in length and structure.</p> <p>-Pronouns used to hide the doer of the action e.g., it crept into the woods.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Sentence length varied e.g., short/long.</p> <p>-Active and passive voice used deliberately to heighten engagement. E.g., Giraffes left the enclosure, or the ring was removed from the drawer.</p> <p>-Wide range of subordinate connectives e.g., whilst, until, despite.</p> <p>-Embedded subordinate clauses are used for economy or emphasis.</p> <p>-Figurative language used to build description (sometimes clichéd) e.g., the crowd charged like bulls.</p> <p>-Repetition is used for effect e.g., the boys ran and ran until they could run no more.</p> <p>-Plan their writing by;</p> <p>-Identifying the guidance for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own.</p> <p>-Noting and developing initial ideas, drawing reading and research where necessary.</p> <p>-In writing narratives; considering how authors have developed characters and setting in what pupils have read, listened to or seen perform.</p> <p>-Draft and write by;</p> <p>-Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>- "Using passive verbs" to affect the presentation of information in a sentence.</p> <p>-Using the perfect form of verbs to make relationships of time and cause</p> <p>-Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>-Using relative clauses, beginning with whom which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun.</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Assessing the effectiveness of their own and their others writing.</p> <p>-Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>-Ensuring the consistent use of tenses throughout a piece of writing.</p> <p>-Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register.</p> <p>-Proofread for spelling and punctuation errors.</p> <p><b>Aim-To analyse writing.</b></p> <p>-Preforms their own compositions using appropriate intonation, volume and movement so that meaning is clear.</p> <p><b>Aim-To present writing.</b></p>	<p><b>Autobiography</b></p> <p>-In (inset year) at the age of.....he/she.....</p> <p>-The time came for.....</p> <p>-In his/her later years.....</p> <p>-Once he/she had.....</p> <p>-Nobody is sure why.....</p> <p>-In spite of.....</p> <p>-His/her lasting legacy is that.....</p> <p><b>Story</b></p> <p>-Ambitious vocabulary used.</p> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <p>-Locate and identify expanded noun phrases.</p> <p><b>Verbs</b></p> <p>-Use modal verbs.</p> <p>-Prefixes for verbs; dis, de, mis, over, ise, ify</p> <p>-Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><i>(To indicate degrees of possibility).</i></p> <p><b>Adjectives</b></p> <p>-Choose appropriate adjectives.</p> <p><b>Connectives/Conjunctions</b></p> <p>-A wide range of connectives.</p> <p><b>Tense</b></p> <p>-Change tense according to features of the genre.</p> <p><b>Adverbs</b></p> <p>-Know what an adverbial phrase is.</p> <p><b>Fronted adverbials</b></p> <p>-Comma after fronted adverbials.</p> <p>-Adverbials of time, place and number.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Consolidate all previous learning.</p> <p>-Brackets</p> <p>-Dashes</p> <p>-Colons</p> <p>-Semicolons</p> <p>-To indicate Parenthesis.</p> <p>-Commas for ambiguity.</p> <p>-Hyphens for ambiguity.</p> <p>-Using a colon to introduce a list.</p> <p>-Punctuating bullet points consistently.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-To use further prefixes and suffixes and understand the guidance for adding them.</p> <p>-Spell some words with silent letters (for example knight, psalm, solemn).</p> <p>-Continue to distinguish between homophones and other words which are often confused.</p> <p>-Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specially.</p> <p>-Use dictionaries to check spellings and meaning of words.</p> <p>-Use the first 3 or 4 letters of a word to check spelling meaning or both of these in a dictionary.</p> <p>-Use a thesaurus.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Write legibly, fluently with increasing speed by;</p> <p>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>-Choosing the writing implement that is best suited for a task.</p> <p><b>Aim- To present neatly.</b></p>	<p>-To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>-To recognise powerful vocabulary in stories/texts that they res or listen to, building these words and phrases into their own talk in an appropriate way.</p> <p>-To plan and present information clearly with ambitious added detail and description for the listener.</p> <p>-To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p> <p>-To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>-To use feedback from adults and peers (and from observing other speakers) to make improvements to a performance.</p> <p>-To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> <p>-To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p><b>Aim-To communicate effectively.</b></p>

# Progression Map for Writing @ Baldwins Gate Primary School

## Narration- Year 6

Autobiography and story.

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-In narratives describing settings, characters and atmosphere and integrating dialogue to convey character and advance action. -Use a wide range of devices to build up cohesion within and across paragraphs. -Use of colloquialisms, a selection of reginal words/phrases used in informal dialogue. i.e. don't have a strop!</p> <p><b>Autobiography</b> -The Report is well constructed and answers the reader's questions. -The writer understands the impact and thinks about the response. -Information is prioritised according to importance and a frame of response set up for the reply.</p> <p><b>Story</b> -The story is well constructed and raises intrigue. -Dialogue is used to move the action on and heighten empathy for central character. -Dialogue is used to show character. -Deliberate ambiguity is set up in the mind of the reader until later in the text.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Verb forms are controlled and precise e.g. It would be regrettable if the wildlife funds come to an end. -Modifiers are used to intensify or qualify e.g., insignificant amount, exceptionally. -Sentence length and type of varied according to purpose. -Front adverbials use to clarify writer's position e.g., As a consequence of their actions.... -Complex noun phrases used to add detail e.g. -The fragile eggs are slowly removed from the large mother hen, -Proportional phrases used cleverly e.g. In the event s of a fire.... Relative clauses. -Level of formality including a shift in formality. -Plan their writing by: -Identifying the guidance for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own. -Noting and developing initial ideas, drawing reading and research where necessary. -In writing narratives; considering how authors have developed characters and setting in what pupils have read, listened to or seen perform. -Draft and write by: -Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - "Using passive verbs" to affect the presentation of information in a sentence. -Using the perfect form of verbs to make relationships of time and cause. -Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. -Using relative clauses, beginning with whom which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun. -Vocabulary is well controlled and precise e.g., Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. -Sentence length and type varied according to purpose. -Figurative language used to build up description e.g. everyone charged like a deer pack under threat. -Prepositional phrases used cleverly. E.g. In the messy scramble for the bag.</p> <p><b>Aim- To use sentences appropriately.</b></p> <p>-Assessing the effectiveness of their own and their others writing. -Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -Ensuring the consistent use of tenses throughout a piece of writing. -Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register. -Proofread for spelling and punctuation errors.</p> <p><b>Aim- To analyse writing.</b></p> <p>-Performs their own compositions using appropriate intonation, volume and movement so that meaning is clear.</p> <p><b>Aim- To present writing.</b></p>	<p><b>Autobiography</b> -They unusually -They rarely -They are never..... -They are very..... -Generally -Be careful if you -Frequently they..... -I will attempt to..... -This article will frame..... -It can be difficult to..... -Each paragraph..... -More than -Half -Less than half.....</p> <p><b>Story</b> -Year six ambitious vocabulary.</p> <p><b>Aim- To use ambitious Vocabulary.</b></p>	<p><b>Noun</b> -Expand noun phrases to convey complicated information concisely. <b>Verbs</b> -Be careful if you. -Prefixes for verbs: dis, de, mis, over, ise, ify. <i>(To indicate degrees of possibility).</i> <b>Adjectives</b> -Choose appropriate adjectives. <b>Connectives/Conjunctions</b> -Use a wide range of connectives. <b>Tense</b> -Change tense according to features of the genre. <b>Adverbs</b> -Link ideas across a text using cohesive devices such as adverbials. <b>Fronted adverbials</b> -See above.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Use a wide range of punctuation throughout the writing.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-See Year 5.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-See Year 5.</p> <p><b>Aim- To present neatly.</b></p>	<p>See Year 5. <b>Aim- To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Journal/Letter- Nursery

letter, Journal, diary

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-Use some of their print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p style="text-align: center;"><b>Aim- To write with a purpose.</b></p>	<p>-Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example, 'That says mummy'. -Make marks on their picture to stand for their name. <b>Aim-To use sentences appropriately.</b></p> <p style="text-align: center;"><b>Aim-To analyse writing.</b></p> <p style="text-align: center;"><b>Aim-To present writing.</b></p>	<p style="text-align: center;"><b>Aim-To use ambitious Vocabulary.</b></p>	<p style="text-align: center;"><b>Aim- To organise writing appropriately.</b></p>	<p style="text-align: center;"><b>Aim- To punctuate accurately.</b></p>	<p>-Write some or all of their name.</p> <p style="text-align: center;"><b>Aim- To spell correctly.</b></p>	<p>-Write some letters accurately. -Form lower-case and capital letters correctly. (First completing gross motor activities before progressing to fine motor activities).</p> <p style="text-align: center;"><b>Aim- To present neatly.</b></p>	<p>-Engage in extended conversations about stories, learning new vocabulary. -Enjoy listening to longer stories and can remember much of what happens. -Pay attention to more than one thing at a time, which can be difficult. -Use a wider range of vocabulary. -Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". -Understand 'why' questions, like: "Why do you think the caterpillar got so fat?". -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed for swam'. -Develop their pronunciation but may have problems saying: -Some sounds r, j, th, ch, and sh. -Multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. -Use longer sentences of four to six words. -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play "Let's go on a bus... You sit there... I'll be the driver".</p> <p style="text-align: center;"><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Journal/Letter- Reception

letter, Journal, diary

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Aim- To write with a purpose.</b></p>	<p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. -Support children to form the complete sentence orally before writing. -Help children memorise the sentence before writing by repeatedly saying it aloud. -Complete dictated sentences (ensuring that they contain only the taught sound-letter correspondences).</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Re-read what they have written to check that it makes sense. (Teacher should model how to read and re-read your own writing to check that it makes sense).</p> <p><b>Aim-To analyse writing.</b></p> <p><b>Aim-To present writing.</b></p>	<p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Aim- To organise writing appropriately.</b></p>	<p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-Spell words by identifying the sounds and then writing the sound with letter/s. -Show children how to touch each finger as they say each sound. -For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Form lower-case and capital letters correctly.</p> <p><b>Aim- To present neatly.</b></p>	<p>-Use new vocabulary in different contexts. -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. -Listen to and talk about stories to build familiarity and understanding. -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -Learn rhymes, poems and songs. -Listen carefully to rhymes and songs, paying attention to how they sound. -Describe events in some detail. -Use talk to help out problems and organise thinking and activities, and to explain how things work and why they might happen. -Develop social phrases. -Engage in story times. -Understand how to listen carefully and why listening is important. -Learn new vocabulary. -Use new vocabulary through the day. -Ask questions to find out more and to check they understand what has been said to them. -Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. -Engage in story times.</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Journal/letter- Year 1

letter, Journal, diary

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and Listening
<p>-Use of rhetorical questions, to ask a question for effect.</p> <p><b>Letter</b></p> <p>-Ideas grouped together in time sequence.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Use simple connectives to construct sentences e.g., and, but, then, so.</p> <p>-Simple sentences, starting with a pronoun and a verb e.g. He went home.</p> <p>-Saying aloud what they are going to write.</p> <p>-Composing a sentence orally before writing it.</p> <p>-Begin to use noun phrases.</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Re-reading what is written to check it makes sense.</p> <p>-Discuss what they written with their teacher.</p> <p><b>Aim-To analyse writing.</b></p> <p>-Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Aim-To present writing.</b></p>	<p><b>Letter</b></p> <p>-Dear</p> <p>-From</p> <p>-I like</p> <p>-I went</p> <p>-I saw</p> <p>-It was</p> <p>-My favourite</p> <p>-They were</p> <p>-There was</p> <p>-Next</p> <p>-Then</p> <p>-First</p> <p>-After</p> <p>-And, but, so</p> <p>-When</p> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <p>-What a noun is. Regular plural nouns with 'er'.</p> <p><b>Verbs</b></p> <p>-Third person, first person singular.</p> <p>-Ending added to verbs where there is change to root.</p> <p>-Simple past tense 'ed'.</p> <p><b>Adjectives</b></p> <p>-Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b>Connectives/Conjunctions</b></p> <p>-Join words and sentences using and/then.</p> <p><b>Tense</b></p> <p>-Simple past tense 'ed'.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Use spaces to separate words.</p> <p>-Begin to use full stops.</p> <p>-Begin to use exclamation marks.</p> <p>-Begin to use question marks.</p> <p>-Capital letters for start of sentences, names, personal pronouns.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-Using words containing 40+ phonemes already taught.</p> <p>-Spelling common exception words.</p> <p>-Spelling days of the week.</p> <p>-Naming the letters of the alphabet.</p> <p>-Using letter names to distinguish between alternative spellings with the same sound.</p> <p>-Add prefixes and suffixes -s, -es, un-, -ing.</p> <p>-Write sentences from memory.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Sitting correctly and holding a pencil correctly.</p> <p>-Beginning to form lower case letters.</p> <p>-Forming digits 0-9.</p> <p>-Understanding that letters belong to families.</p> <p><b>Aim- To present neatly.</b></p>	<p>-To begin to listen and respond appropriately to adults and their peers.</p> <p>-To begin to know that different people have different ideas: be able to listen to these and make a contribution.</p> <p>-To understand instructions with more than one point in many situations</p> <p>-To answer questions on a wider range of topics and with encouragement, express their opinion.</p> <p>-To know when it is their turn to speak in a small group presentation or play performance.</p> <p>-To begin to ask questions that are linked to the topic being discussed.</p> <p>-Grow in confidence to speak clearly in a way that is easy to understand.</p> <p>-To speak in front of larger audiences, e.g., in assembly, school plays.</p> <p>-To take part in a simple role-play of a known story.</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Journal/Letter- Year 2

Letter, Journal, diary

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-Writing for different purposes. -Encapsulating what they want to say sentence by sentence -Use of rhetorical questions, to ask a question for effect.</p> <p><b>Letter</b> -Brief introduction and conclusion. -Written in the past tense. -Using sequencing techniques- time related words.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Subject/verb sentences. E.g.- He was..... They were..... It happened..... -Some modal verbs introduced e.g., would, could, should. -use simple adverbs e.g., quickly, slowly. -Use simple noun phrases e.g., large crowd. -Simple connectives and, but, then, so, when link clauses. -Speech-like expressions in dialogue e.g., Chill out! -To build stamina for writing. -Planning work, by speaking out loud. - (Including writing down key words including vocabulary). -Writing and understanding sentence forms; -Statement. -Question. -Exclamation. -Command.</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Make simple additions, revisions and corrections, evaluating. -Re-reading and checking for sense. -Proof-reading to check for spelling and punctuation errors.</p> <p><b>Aim-To analyse writing.</b></p> <p>-Read aloud what they have written with correct and planned for intonation.</p> <p><b>Aim-To present writing.</b></p>	<p><b>Letter</b> -And, then, but, so, when. -Dear Mr/Mrs..... -Dear Sir/Madam..... -Yours sincerely -Yours faithfully -Later -Afterwards -After that -Eventually -I would like to..... -We felt.....</p> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b> -Form nouns using suffixes and compounding. -Expanded noun phrases for description. -Add 'es' to nouns</p> <p><b>Verbs</b> -Progressive form of verbs in the past and present tense. -Add 'es', 'ed' and 'ing' to verbs.</p> <p><b>Adjectives</b> -Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b>Connectives/Conjunctions</b> -Subordination- when, if, that, because. -Coordination- or, and, but.</p> <p><b>Tense</b> -Correct and consistent use of past and present tense.</p> <p><b>Adverbs</b> -'ly' added to adjective to form adverbs (making longer words). -Adding -ment, -ness, full, -less.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Use spaces that reflect the size of the letters. -Use full stops correctly. -Use question marks correctly. -Use exclamation marks correctly. -Use capital letters correctly. -Apostrophes for contractions. -Possessive apostrophes for singular nouns. -Commas to separate items in lists.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-Segmenting spoken words into phonemes and representing these by graphemes spelling correctly. -Learning new ways to spell phonemes including a few common homophones. -Learning to spell common exception words. -Distinguishing between homophones and near homophones. -Write from memory a simple sentence dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Form lower case letters of the correct size relative to one another. -Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another and to lower case letters.</p> <p><b>Aim- To present neatly.</b></p>	<p>See Year 1. <b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Journal/letter- Year 3

Letter, Journal, diary

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Letter</b></p> <ul style="list-style-type: none"> <li>-Clear introduction.</li> <li>-Points about the visit/issue</li> <li>-Organised into paragraphs denoted by time/place.</li> <li>-Topic sentences.</li> <li>-Some letter layout features included.</li> </ul> <p><b>Aim- To write with a purpose.</b></p>	<ul style="list-style-type: none"> <li>-Simple sentences with extra description.</li> <li>-Some complex sentences using when, if, as etc.</li> <li>-Tense consistent e.g., modal verbs can/will. * <i>Or/And e.g., typically past tense for narration, present tense in dialogue.</i></li> <li>-Adverbials e.g., when she arrived at the scene, the doctors told her exactly what happened.</li> <li>-Dialogue is realistic and conversational in style e.g. Well, I suppose....</li> <li>-Verbs used are specific for action e.g., rushed, showed, pushed.</li> <li>-Expanded noun phrases e.g., two horrible hours.</li> <li>-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>-Discussing and recording ideas.</li> <li>-Draft and write by- <ul style="list-style-type: none"> <li>-Composing and rehearsing sentences orally (including dialogue), progressively building a rich vocabulary and an increasing range of sentence structures.</li> </ul> </li> </ul> <p><b>Aim-To use sentences appropriately.</b></p> <ul style="list-style-type: none"> <li>-Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>-Proposing/developing from changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>-Proofread for spelling and punctuation errors.</li> </ul> <p><b>Aim-To analyse writing.</b></p> <ul style="list-style-type: none"> <li>-Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Aim-To present writing.</b></p>	<p><b>Letter</b></p> <ul style="list-style-type: none"> <li>-While, if, as, when</li> <li>-I would like to inform you that.....</li> <li>-It has come to my attention that.....</li> <li>-Thank you for.....</li> <li>-I hope that.....</li> </ul> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <ul style="list-style-type: none"> <li>-Form nouns using prefixes.</li> <li>-Nouns and Pronouns used to avoid repetition.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>-Present perfect forms of verbs instead of 'the'.</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>-Choose appropriate adjectives.</li> </ul> <p><b>Connectives/Conjunctions</b></p> <ul style="list-style-type: none"> <li>-Express time and cause (when, so, before, after, while, because).</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>-Correct and consistent use of past and present tense.</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>-Introduce/revise adverbs.</li> <li>-Express time and cause; then, next, soon.</li> </ul> <p><b>Indefinite Article</b></p> <ul style="list-style-type: none"> <li>-A or an.</li> </ul> <p><b>Aim- To organise writing appropriately.</b></p>	<ul style="list-style-type: none"> <li>-Introduce possessive apostrophes for plural nouns.</li> <li>-Introduce inverted commas.</li> </ul> <p><b>Aim- To punctuate accurately.</b></p>	<ul style="list-style-type: none"> <li>-To further use prefixes and suffixes and understand how to add them.</li> <li>-Spell further homophones.</li> <li>-Spell words that are often misspelt.</li> <li>-Place the possessive apostrophe accurately in words with irregular plurals i.e.- children's.</li> <li>-Use the first 2 or 3 letters of a word to check its spellings in a dictionary.</li> <li>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>-Continue to support understanding and application of the concept of word structure. (Pupils need sufficient knowledge of spelling in order to use dictionaries effectively).</li> <li>-Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</li> </ul> <p><b>Aim- To spell correctly.</b></p>	<ul style="list-style-type: none"> <li>-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left enjoined.</li> <li>-Increase the legibility, consistency and quality of their handwriting, (<i>for example by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing sufficiently so that the ascenders and descenders of letters do not touch</i>).</li> </ul> <p><b>Aim- To present neatly.</b></p>	<p>See Year 1.</p> <p><b>Aim- To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Journal/letter- Year 4

Letter, Journal, diary

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Letter</b></p> <ul style="list-style-type: none"> <li>-Clear introduction and conclusion.</li> <li>-Links between key ideas in the letter.</li> <li>-Paragraphs organised correctly into key ideas.</li> <li>-All letter layout features included.</li> </ul> <p><b>Aim- To write with a purpose.</b></p>	<ul style="list-style-type: none"> <li>-Variation in sentence structures e.g. While we watched the sea lion show....</li> <li>-Use embedded/relative clauses e.g., Penguins, which are very agile....</li> <li>-Include adverbs to show how often e.g., additionally, frequently, rarely.</li> <li>-Sentences build from a general idea to more specific.</li> <li>-Use emotive language to show personal response e.g., fabulous, showcase in.</li> <li>-Tense changes (present and perfect forms of verbs. Contrasts to the past tense); verbs may refer to continuous action e.g., will be thinking.</li> <li>-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>-Discussing and recording ideas.</li> <li>-Draft and write by-               <ul style="list-style-type: none"> <li>-Composing and rehearsing sentences orally (including dialogue), progressively building a rich vocabulary and an increasing range of sentence structures.</li> </ul> </li> </ul> <p><b>Aim-To use sentences appropriately.</b></p> <ul style="list-style-type: none"> <li>-Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>-Proposing/developing from changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>-Proofread for spelling and punctuation errors.</li> </ul> <p><b>Aim-To analyse writing.</b></p> <ul style="list-style-type: none"> <li>-Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Aim-To present writing.</b></p>	<p><b>Letter</b></p> <ul style="list-style-type: none"> <li>-As I stated earlier....</li> <li>-Referring to....</li> <li>-This is an unfortunate....</li> <li>-It is with regret....</li> <li>-I would be grateful if....</li> <li>-It is with regret that....</li> <li>-I look forward to hearing from you in due course.</li> <li>-Use modal verbs to hint future action or possibilities e.g., should,</li> </ul> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <ul style="list-style-type: none"> <li>-Nouns and pronouns used for clarity and cohesion.</li> <li>-Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>-Standard English forms for verbs.</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>-Choose appropriate adjectives.</li> </ul> <p><b>Connectives/Conjunctions</b></p> <ul style="list-style-type: none"> <li>-A wide range of connectives/conjunctions including co-ordinating and subordinating.</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>-Correct use of past and present tense.</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>-Know what an adverbial phrase is.</li> </ul> <p><b>Fronted adverbials</b></p> <ul style="list-style-type: none"> <li>-Comma after fronted adverbials.</li> </ul> <p><b>Aim- To organise writing appropriately.</b></p>	<ul style="list-style-type: none"> <li>-Apostrophe to mark singular and plural possession.</li> <li>-Commas after fronted adverbials.</li> <li>-Use inverted commas and other punctuation to indicate direct speech.</li> </ul> <p><b>Aim- To punctuate accurately.</b></p>	<ul style="list-style-type: none"> <li>-See Year 3.</li> </ul> <p><b>Aim- To spell correctly.</b></p>	<ul style="list-style-type: none"> <li>-See Year 3.</li> </ul> <p><b>Aim- To present neatly.</b></p>	<p>See Year 1.</p> <p><b>Aim- To communicate effectively.</b></p>

# Progression Map for Writing @ Baldwins Gate Primary School

## Journal/Letter- Year 5

letter, Journal, diary

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-The use of irony, the use of words and phrases where meaning is the opposite of their usual meaning or what is expected to happen. i.e., the trip of our dreams was in fact a nightmare.</p> <p><b>Letter</b></p> <ul style="list-style-type: none"> <li>-Developed introduction and conclusion using all the letter layout features.</li> <li>-Paragraphs developed with prioritised information.</li> <li>-Purpose of letter clear and transparent for reader.</li> <li>-Selection of formal and informal language appropriate to audience/recipient used throughout to engage the reader.</li> </ul> <p><b>Aim- To write with a purpose.</b></p>	<ul style="list-style-type: none"> <li>-Sentence length varied e.g., short/long.</li> <li>-Active and passive voice used deliberately to heighten engagement. E.g., Giraffes left the enclosure, or the ring was removed from the drawer.</li> <li>-Wide range of subordinate connectives e.g., whilst, until, despite.</li> <li>-Embedded subordinate clauses are used for economy or emphasis.</li> <li>-Figurative language used to build description (sometimes clichéd) e.g., the crowd charged like bulls.</li> <li>-Repetition is used for effect e.g., the boys ran and ran until they could run no more.</li> <li>-Plan their writing by: <ul style="list-style-type: none"> <li>-Identifying the guidance for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own.</li> <li>-Noting and developing initial ideas, drawing reading and research where necessary.</li> <li>-In writing narratives; considering how authors have developed characters and setting in what pupils have read, listened to or seen perform.</li> </ul> </li> <li>-Draft and write by: <ul style="list-style-type: none"> <li>-Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>-“Using passive verbs” to affect the presentation of information in a sentence.</li> <li>-Using the perfect form of verbs to make relationships of time and cause</li> <li>-Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>-Using relative clauses, beginning with whom which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun.</li> </ul> </li> </ul> <p><b>Aim-To use sentences appropriately.</b></p> <ul style="list-style-type: none"> <li>-Assessing the effectiveness of their own and their others writing.</li> <li>-Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>-Ensuring the consistent use of tenses throughout a piece of writing.</li> <li>-Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register.</li> <li>-Proofread for spelling and punctuation errors.</li> </ul> <p><b>Aim-To analyse writing.</b></p> <ul style="list-style-type: none"> <li>-Performs their own compositions using appropriate intonation, volume and movement so that meaning is clear.</li> </ul> <p><b>Aim-To present writing.</b></p>	<p><b>Letter</b></p> <ul style="list-style-type: none"> <li>-I appreciate.....</li> <li>-Whilst we were waiting.....</li> <li>-Your concern.....</li> <li>-Until this is resolved.....</li> <li>-Despite speaking to the duty manager.....</li> <li>-This is a disgrace.....</li> <li>-Unfortunately.....</li> <li>-Many other people also.....</li> <li>-I am delighted to inform you that.....</li> </ul> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <ul style="list-style-type: none"> <li>-Locate and identify expanded noun phrases.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>-Use modal verbs.</li> <li>-Prefixes for verbs; dis, de, mis, over, ise, ify</li> <li>-Convert adjectives in verbs using suffixes; ate, ise, ify.</li> </ul> <p><i>(To indicate degrees of possibility).</i></p> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>-Choose appropriate adjectives.</li> </ul> <p><b>Connectives/Conjunctions</b></p> <ul style="list-style-type: none"> <li>-A wide range of connectives.</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>-Change tense according to features of the genre.</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>-Know what an adverbial phrase is.</li> </ul> <p><b>Fronted adverbials</b></p> <ul style="list-style-type: none"> <li>-Comma after fronted adverbials.</li> <li>-Adverbials of time, place and number.</li> </ul> <p><b>Aim- To organise writing appropriately.</b></p>	<ul style="list-style-type: none"> <li>-Consolidate all previous learning.</li> <li>-Brackets</li> <li>-Dashes</li> <li>-Colons</li> <li>-Semicolons</li> <li>-To indicate Parenthesis.</li> <li>-Commas for ambiguity.</li> <li>-Hyphens for ambiguity.</li> <li>-Using a colon to introduce a list.</li> <li>-Punctuating bullet points consistently.</li> </ul> <p><b>Aim- To punctuate accurately.</b></p>	<ul style="list-style-type: none"> <li>-To use further prefixes and suffixes and understand the guidance for adding them.</li> <li>-Spell some words with silent letters (for example knight, psalm, solemn).</li> <li>-Continue to distinguish between homophones and other words which are often confused.</li> <li>-Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specially.</li> <li>-Use dictionaries to check spellings and meaning of words.</li> <li>-Use the first 3 or 4 letters of a word to check spelling meaning or both of these in a dictionary.</li> <li>-Use a thesaurus.</li> </ul> <p><b>Aim- To spell correctly.</b></p>	<ul style="list-style-type: none"> <li>-Write legibly, fluently with increasing speed by; -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>-Choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Aim- To present neatly.</b></p>	<ul style="list-style-type: none"> <li>-To know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>-To recognise powerful vocabulary in stories/texts that they see or listen to, building these words and phrases into their own talk in an appropriate way.</li> <li>-To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li> <li>-To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> </ul> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Journal/Letter- Year 6

Letter, Journal, diary

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-The use of irony, the use of words and phrases where meaning is the opposite of what is expected or what is expected to happen. i.e., the trip of our dreams was in fact a nightmare.</p> <p><b>Letter</b></p> <p>-Letter well-constructed that answers the reader's questions.</p> <p>-The writer understands the impact and thinks about the response.</p> <p>-Information is prioritised according to importance and a frame of response set up for the reply.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Verb forms are controlled and precise e.g. It would be regrettable if the wildlife funds came to an end.</p> <p>-Modifiers are used to intensify or qualify e.g., insignificant amount, exceptionally.</p> <p>-Sentence length and type of varied according to purpose.</p> <p>-Front adverbials use to clarify writer's position e.g., As a consequence of their actions....</p> <p>-Complex noun phrases used to add detail e.g. -The fragile eggs are slowly removed from the large mother hen.</p> <p>-Prepositional phrases used cleverly e.g. In the event s of a fire....</p> <p>Relative clauses</p> <p>-Level of formality including a shift in formality.</p> <p>-Plan their writing by:</p> <p>-Identifying the guidance for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own.</p> <p>-Noting and developing initial ideas, drawing reading and research where necessary.</p> <p>-In writing narratives; considering how authors have developed characters and setting in what pupils have read, listened to or seen perform.</p> <p>-Draft and write by:</p> <p>-Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>- "Using passive verbs" to affect the presentation of information in a sentence.</p> <p>-Using the perfect form of verbs to make relationships of time and cause</p> <p>-Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>-Using relative clauses, beginning with whom which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun.</p> <p>-Viewpoint is well controlled and precise e.g., Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>-Sentence length and type varied according to purpose.</p> <p>-Figurative language used to build up description e.g. everyone charged like a deer pack under threat.</p> <p>-Prepositional phrases used cleverly. E.g. In the messy scramble for the bag.</p> <p><b>Aim- To use sentences appropriately.</b></p> <p>-Assessing the effectiveness of their own and their others writing.</p> <p>-Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>-Ensuring the consistent use of tenses throughout a piece of writing.</p> <p>-Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register.</p> <p>-Proofread for spelling and punctuation errors.</p> <p><b>Aim- To analyse writing.</b></p> <p>-Performs their own compositions using appropriate intonation, volume and movement so that meaning is clear.</p> <p><b>Aim- To present writing.</b></p>	<p><b>Letter</b></p> <p>-Please do not hesitate to contact me.....</p> <p>-An early response would be greatly appreciated.....</p> <p>-Please accept my.....</p> <p>-I wish to express..... The impact of.....</p> <p>-Despite continued efforts.....</p> <p>-Subsequently.....</p> <p><b>Aim- To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <p>-Expand noun phrases to convey complicated information concisely.</p> <p><b>Verbs</b></p> <p>-Use modal verbs.</p> <p>-Prefixes for verbs: dis, de, mis, over, ise, ify. <i>(To indicate degrees of possibility).</i></p> <p><b>Adjectives</b></p> <p>-Choose appropriate adjectives.</p> <p><b>Connectives/Conjunctions</b></p> <p>-Use a wide range of connectives.</p> <p><b>Tense</b></p> <p>-Change tense according to features of the genre.</p> <p><b>Adverbs</b></p> <p>-Link ideas across a text using cohesive devices such as adverbials.</p> <p><b>Fronted adverbials</b></p> <p>-See above.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Use a wide range of punctuation throughout the writing.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-See Year 5.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-See Year 5.</p> <p><b>Aim- To present neatly.</b></p>	<p>See Year 5.</p> <p><b>Aim- To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Persuasion-Nursery

Advert, Review, Leaflet

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p>-Use some of their print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example, 'That says mummy'. -Make marks on their picture to stand for their name.</p> <p><b>Aim-To use sentences appropriately.</b></p> <p><b>Aim-To analyse writing.</b></p> <p><b>Aim-To present writing.</b></p>	<p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Aim- To organise writing appropriately.</b></p>	<p><b>Aim- To punctuate accurately.</b></p>	<p>-Write some or all of their name.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Write some letters accurately. -Form lower-case and capital letters correctly. (First completing gross motor activities before progressing to fine motor activities).</p> <p><b>Aim- To present neatly.</b></p>	<p>-Engage in extended conversations about stories, learning new vocabulary. -Enjoy listening to longer stories and can remember much of what happens. -Pay attention to more than one thing at a time, which can be difficult. -Use a wider range of vocabulary. -Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". -Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed for swam'. -Develop their pronunciation but may have problems saying:     -Some sounds r, j, th, ch, and sh. -Multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. -Use longer sentences of four to six words. -Be able to express a point of view and to debate when they disagree with an adult of a friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play "Let's go on a bus... You sit there... I'll be the driver".</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Persuasion- Reception

Advert, Review, Leaflet

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Aim- To write with a purpose.</b></p>	<p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. -Support children to form the complete sentence orally before writing. -Help children memorise the sentence before writing by repeatedly saying it aloud. -Complete dictated sentences (ensuring that they contain only the taught sound-letter correspondences).</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Re-read what they have written to check that it makes sense. (Teacher should model how to read and re-read your own writing to check that it makes sense).</p> <p><b>Aim-To analyse writing.</b></p>	<p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Aim- To organise writing appropriately.</b></p>	<p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-Spell words by identifying the sounds and then writing the sound with letter/s. -Show children how to touch each finger as they say each sound. -For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-Form lower-case and capital letters correctly.</p> <p><b>Aim- To present neatly.</b></p>	<p>-Use new vocabulary in different contexts. -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. -Listen to and talk about stories to build familiarity and understanding. -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -Learn rhymes, poems and songs. -Listen carefully to rhymes and songs, paying attention to how they sound. -Describe events in some detail. -Use talk to help out problems and organise thinking and activities, and to explain how things work and why they might happen. -Develop social phrases. -Engage in story times. -Understand how to listen carefully and why listening is important. -Learn new vocabulary. -Use new vocabulary through the day. -Ask questions to find out more and to check they understand what has been said to them. -Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. -Engage in story times.</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Persuasion-Year 1

Advert, Review, Leaflet

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Balanced Argument-Speech</b></p> <ul style="list-style-type: none"> <li>-Ideas that are grouped together for similarity.</li> <li>-Writes in first person</li> </ul> <p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>-Ideas grouped together for similarity.</li> <li>-Writes in first person.</li> </ul> <p><b>Aim- To write with a purpose.</b></p>	<ul style="list-style-type: none"> <li>-Use simple connectives to construct sentences e.g., and, but, then, so.</li> <li>-Simple sentences, starting with a pronoun and a verb e.g. He went home.</li> <li>-Saying aloud what they are going to write.</li> <li>-Composing a sentence orally before writing it.</li> <li>-Begin to use noun phrases.</li> </ul> <p><b>Aim-To use sentences appropriately.</b></p> <ul style="list-style-type: none"> <li>-Re-reading what is written to check it makes sense.</li> <li>-Discuss what they written with their teacher.</li> </ul> <p><b>Aim-To analyse writing.</b></p> <ul style="list-style-type: none"> <li>-Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Aim-To present writing.</b></p>	<p><b>Balanced Argument-Speech</b></p> <ul style="list-style-type: none"> <li>-but</li> <li>-because</li> <li>-some people like.....</li> <li>-some people feel.....</li> <li>-some people believe.....</li> <li>-other people like.....</li> <li>-other people feel.....</li> <li>-other people believe.....</li> </ul> <p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>-It was</li> <li>-Brilliant</li> <li>-Best</li> <li>-Exciting</li> <li>-The most</li> <li>-Super</li> <li>-Fantastic</li> <li>-Great</li> <li>-It will</li> <li>-Now you can</li> <li>-Try</li> </ul> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <ul style="list-style-type: none"> <li>-What a noun is. Regular plural nouns with 'er'.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>-Third person, first person singular.</li> <li>-Ending added to verbs where there is change to root.</li> <li>-Simple past tense 'ed'.</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>-Add 'er' and 'est' to adjectives where no change is needed to root word.</li> </ul> <p><b>Connectives/Conjunctions</b></p> <ul style="list-style-type: none"> <li>-Join words and sentences using and/then.</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>-Simple past tense 'ed'.</li> </ul> <p><b>Aim- To organise writing appropriately.</b></p>	<ul style="list-style-type: none"> <li>-Use spaces to separate words.</li> <li>-Begin to use full stops.</li> <li>-Begin to use exclamation marks.</li> <li>-Begin to use question marks.</li> <li>-Capital letters for start of sentences, names, personal pronouns.</li> </ul> <p><b>Aim- To punctuate accurately.</b></p>	<ul style="list-style-type: none"> <li>-Using words containing 40+ phonemes already taught.</li> <li>-Spelling common exception words.</li> <li>-Spelling days of the week.</li> <li>-Naming the letters of the alphabet.</li> <li>-Using letter names to distinguish between alternative spellings with the same sound.</li> <li>-Add prefixes and suffixes -s, -es, un-, -ing.</li> <li>-Write sentences from memory.</li> </ul> <p><b>Aim- To spell correctly.</b></p>	<ul style="list-style-type: none"> <li>-Sitting correctly and holding a pencil correctly.</li> <li>-Beginning to form lower case letters.</li> <li>-Forming digits 0-9.</li> <li>-Understanding that letters belong to families.</li> </ul> <p><b>Aim- To present neatly.</b></p>	<ul style="list-style-type: none"> <li>-To begin to know that different people have different ideas: be able to listen to these and make a contribution.</li> <li>-To begin to speak grammatically correct sentences.</li> <li>-To use appropriate vocabulary to describe their immediate world and feelings.</li> <li>-To extend vocabulary by exploring the meaning of new words, using relevant strategies.</li> <li>-To think of alternatives for simple vocabulary choices.</li> <li>-To organise their thoughts into sentences before expressing them.</li> <li>-To be able to describe their immediate world and environment.</li> <li>-To retell simple stories and recounts aloud.</li> <li>-To explain simple things to explore ideas.</li> <li>-To gain the interest of the listener.</li> <li>-To tell a simple narrative.</li> <li>-To begin to listen and respond appropriately to adults and their peers.</li> <li>-To answer questions on a wider range of topics and with encouragement, express their opinion.</li> <li>-To know when it is their turn to speak in a small group presentation or play performance.</li> <li>-Grow in confidence to speak clearly in a way that is easy to understand.</li> <li>-To take part in a simple role-play of a known story.</li> <li>-To join in with conversations.</li> <li>-To recognise when it is their turn to speak in a discussion.</li> <li>-To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</li> </ul> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Persuasion-Year 2

Advert, Review, Leaflet

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and Listening
<p><b>Balanced Argument-Speech</b></p> <ul style="list-style-type: none"> <li>-Brief introduction and conclusion.</li> <li>-Written with an impersonal style.</li> <li>-Main ideas organised in groups.</li> </ul> <p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>-Brief introduction and conclusion.</li> <li>-Written in present tense.</li> <li>-Main ideas organised in groups.</li> </ul> <p><b>Aim- To write with a purpose.</b></p>	<ul style="list-style-type: none"> <li>-Subject/verb sentences. E.g.- He was..... They were.....</li> <li>It happened.....</li> <li>-Some modal verbs introduced e.g., would, could, should.</li> <li>-use simple adverbs e.g., quickly, slowly.</li> <li>-Use simple noun phrases e.g., large crowd.</li> <li>-Simple connectives and, but, then, so, when link clauses.</li> <li>-Speech-like expressions in dialogue e.g., Chill out!</li> <li>-To build stamina for writing.</li> <li>-Planning work, by speaking out loud.</li> <li>- (Including writing down key words including vocabulary).</li> <li>-Writing and understanding sentence forms;                             <ul style="list-style-type: none"> <li>-Statement.</li> <li>-Question.</li> <li>-Exclamation.</li> <li>-Command.</li> </ul> </li> </ul> <p><b>Aim-To use sentences appropriately.</b></p> <ul style="list-style-type: none"> <li>-Make simple additions, revisions and corrections, evaluating.</li> <li>-Re-reading and checking for sense.</li> <li>-Proof-reading to check for spelling and punctuation errors.</li> </ul> <p><b>Aim-To analyse writing.</b></p> <ul style="list-style-type: none"> <li>-Read aloud what they have written with correct and planned for intonation.</li> </ul> <p><b>Aim-To present writing.</b></p>	<p><b>Balanced Argument-Speech</b></p> <ul style="list-style-type: none"> <li>-I am going to.....</li> <li>-In fact.....</li> <li>-It seems.....</li> <li>-To sum this up.....</li> <li>-The opposite view of this is.....</li> <li>-Not everyone agrees with this.....</li> </ul> <p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>-The biggest</li> <li>-The greatest</li> <li>-The longest</li> <li>-The tallest</li> <li>-I think that</li> <li>-I believe that</li> <li>-Extraordinary</li> <li>-Remarkable</li> </ul> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <ul style="list-style-type: none"> <li>-Form nouns using suffixes and compounding.</li> <li>-Expanded noun phrases for description.</li> <li>-Add 'es' to nouns</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>-Progressive form of verbs in the past and present tense.</li> <li>-Add 'es', 'ed' and 'ing' to verbs.</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>-Add 'er' and 'est' to adjectives where no change is needed to root word.</li> </ul> <p><b>Connectives/Conjunctions</b></p> <ul style="list-style-type: none"> <li>-Subordination- when, if, that, because.</li> <li>-Coordination- or, and, but.</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>-Correct and consistent use of past and present tense.</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>-'ly' added to adjective to form adverbs (<i>making longer words</i>).</li> <li>-Adding -ment, -ness, full, -less.</li> </ul> <p><b>Aim- To organise writing appropriately.</b></p>	<ul style="list-style-type: none"> <li>-Use spaces that reflect the size of the letters.</li> <li>-Use full stops correctly.</li> <li>-Use question marks correctly.</li> <li>-Use exclamation marks correctly.</li> <li>-Use capital letters correctly.</li> <li>-Apostrophes for contractions.</li> <li>-Possessive apostrophes for singular nouns.</li> <li>-Commas to separate items in lists.</li> </ul> <p><b>Aim- To punctuate accurately.</b></p>	<ul style="list-style-type: none"> <li>-Segmenting spoken words into phonemes and representing these by graphemes spelling correctly.</li> <li>-Learning new ways to spell phonemes including a few common homophones.</li> <li>-Learning to spell common exception words.</li> <li>-Distinguishing between homophones and near homophones.</li> <li>-Write from memory a simple sentence dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</li> </ul> <p><b>Aim- To spell correctly.</b></p>	<ul style="list-style-type: none"> <li>-Form lower case letters of the correct size relative to one another.</li> <li>-Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another and to lower case letters.</li> </ul> <p><b>Aim- To present neatly.</b></p>	<p>See Year 1.</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Persuasion-Year 3

Advert, Review, Leaflet

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and Listening
<p><b>Balanced Argument-Speech</b></p> <ul style="list-style-type: none"> <li>-Clear introduction.</li> <li>-Points about subject/issue.</li> <li>-Organised into paragraphs.</li> <li>-Sub-headings used to organise texts.</li> </ul> <p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>-Clear introduction.</li> <li>-Points about subject/issue.</li> <li>-Organised into paragraphs.</li> <li>-Topic sentences.</li> <li>-Sub-headings used to organise texts.</li> </ul> <p><b>Aim- To write with a purpose.</b></p>	<ul style="list-style-type: none"> <li>-Simple sentences with extra description.</li> <li>-Some complex sentences using when, if, as etc.</li> <li>-Tense consistent e.g., modal verbs can/will. * *Or/And e.g., typically past tense for narration, present tense in dialogue.</li> <li>-Adverbials e.g., when she arrived at the scene, the doctors told her exactly what happened.</li> <li>-Dialogue is realistic and conversational in style e.g. Well, I suppose.....</li> <li>-Verbs used are specific for action e.g., rushed, showed, pushed</li> <li>-Expanded noun phrases e.g., two horrible hours.</li> <li>-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>-Discussing and recording ideas.</li> <li>-Draft and write by- <ul style="list-style-type: none"> <li>-Composing and rehearsing sentences orally (including dialogue), progressively building a rich vocabulary and an increasing range of sentence structures.</li> </ul> </li> </ul> <p><b>Aim-To use sentences appropriately.</b></p> <ul style="list-style-type: none"> <li>-Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>-Proposing/developing from changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>-Proofread for spelling and punctuation errors.</li> </ul> <p><b>Aim-To analyse writing.</b></p> <ul style="list-style-type: none"> <li>-Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Aim-To present writing.</b></p>	<p><b>Balanced Argument-Speech</b></p> <ul style="list-style-type: none"> <li>-I will begin by.....</li> <li>-Maybe</li> <li>-Firstly</li> <li>-Many people are concerned that.....</li> <li>-I wonder.....</li> <li>-Sometimes.....</li> <li>-It could be argued that.....</li> <li>-Therefore.....</li> <li>-My overall feeling/opinion is.....</li> <li>-An example of this is.....</li> <li>-It is clear that.....</li> </ul> <p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>-Surely</li> <li>-Obviously</li> <li>-Clearly</li> <li>-Don't you think.....</li> <li>-Firstly</li> <li>-Secondly</li> <li>-Thirdly</li> <li>-My own view is</li> <li>-My last point is</li> <li>-My final point is</li> <li>-Imagine</li> <li>-Consider</li> <li>-Enjoy</li> </ul> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <ul style="list-style-type: none"> <li>-Form nouns using prefixes.</li> <li>-Nouns and Pronouns used to avoid repetition.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>-Present perfect forms of verbs instead of 'the'.</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>-Choose appropriate adjectives.</li> </ul> <p><b>Connectives/Conjunctions</b></p> <ul style="list-style-type: none"> <li>-Express time and cause (when, so, before, after, while, because).</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>-Correct and consistent use of past and present tense.</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>-Introduce/revise adverbs.</li> <li>-Express time and cause; then, next, soon.</li> </ul> <p><b>Indefinite Article</b></p> <ul style="list-style-type: none"> <li>-A or an.</li> </ul> <p><b>Aim- To organise writing appropriately.</b></p>	<ul style="list-style-type: none"> <li>-Introduce possessive apostrophes for plural nouns.</li> <li>-Introduce inverted commas.</li> </ul> <p><b>Aim- To punctuate accurately.</b></p>	<ul style="list-style-type: none"> <li>-To further use prefixes and suffixes and understand how to add them.</li> <li>-Spell further homophones.</li> <li>-Spell words that are often misspelt.</li> <li>-Place the possessive apostrophe accurately in words with irregular plurals i.e.- children's.</li> <li>-Use the first 2 or 3 letters of a word to check its spellings in a dictionary.</li> <li>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>-Continue to support understanding and application of the concept of word structure. (Pupils need sufficient knowledge of spelling in order to use dictionaries effectively).</li> <li>-Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</li> </ul> <p><b>Aim- To spell correctly.</b></p>	<ul style="list-style-type: none"> <li>-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left enjoined.</li> <li>-Increase the legibility, consistency and quality of their handwriting, (for example by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing sufficiently so that the ascenders and descenders of letters do not touch).</li> </ul> <p><b>Aim- To present neatly.</b></p>	<p>See Year 1.</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Persuasion-Year 4

Advert, Review, Leaflet

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and Listening
<p><b>Balanced Argument-Speech</b></p> <ul style="list-style-type: none"> <li>-Clear introduction and conclusion.</li> <li>-Links between key ideas in the letter.</li> <li>-Paragraphs organised correctly into key ideas.</li> <li>-Subheading.</li> <li>-Topic sentences.</li> </ul> <p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>-Clear introduction and conclusion.</li> <li>-Links between key ideas in the letter.</li> <li>-Paragraphs organised correctly into key ideas.</li> <li>-Subheading.</li> <li>-Topic sentences.</li> </ul> <p><b>Aim- To write with a purpose.</b></p>	<p>-Variation in sentence structures e.g. While we watched the sea lion show.....</p> <ul style="list-style-type: none"> <li>-Use embedded/relative clauses e.g., Penguins, which are very agile.....</li> <li>-Include adverbs to show how often e.g., additionally, frequently, rarely.</li> <li>-Sentences build from a general idea to more specific.</li> <li>-Use emotive language to show personal response e.g., fabulous, showcase in.</li> <li>-Tense changes (present and perfect forms of verbs. Contrasts to the past tense); verbs may refer to continuous action e.g., will be thinking.</li> <li>-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>-Discussing and recording ideas.</li> <li>-Draft and write by-                             <ul style="list-style-type: none"> <li>-Composing and rehearsing sentences orally (including dialogue), progressively building a rich vocabulary and an increasing range of sentence structures.</li> </ul> </li> </ul> <p><b>Aim-To use sentences appropriately.</b></p> <ul style="list-style-type: none"> <li>-Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>-Proposing/developing from changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>-Proofread for spelling and punctuation errors.</li> </ul> <p><b>Aim-To analyse writing.</b></p> <ul style="list-style-type: none"> <li>-Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Aim-To present writing.</b></p>	<p><b>Balanced Argument-Speech</b></p> <ul style="list-style-type: none"> <li>-This piece of writing will.....</li> <li>-...feel convinced...</li> <li>-I intend to.....</li> <li>-On the other hand,.....</li> <li>-In addition.....</li> <li>-It is surprising that.....</li> <li>-On balance.....</li> <li>-Finally, I would like to add.....</li> <li>-My next point concerns.....</li> <li>-Furthermore.....</li> <li>-Having looked at both sides, I think.....</li> <li>-because.....</li> <li>-Having considered the arguments for and against.....</li> </ul> <p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>-I believe that</li> <li>-It seems to me that</li> <li>-It is clear that</li> <li>-It is any wonder that</li> <li>-Furthermore</li> <li>-As I see it</li> <li>-Tremendous</li> <li>-I implore you to consider</li> <li>-Extremely significant</li> <li>-Inevitably</li> <li>-Finally</li> <li>-In conclusion</li> <li>-In summary</li> <li>-The evidence presented.....</li> <li>-Have you ever thought about.....?</li> <li>-Do you think that.....?</li> <li>-Fed up with.....?</li> </ul> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <ul style="list-style-type: none"> <li>-Nouns and pronouns used for clarity and cohesion.</li> <li>-Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>-Standard English forms for verbs.</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>-Choose appropriate adjectives.</li> </ul> <p><b>Connectives/Conjunctions</b></p> <ul style="list-style-type: none"> <li>-A wide range of connectives/conjunctions including co-ordinating and subordinating.</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>-Correct use of past and present tense.</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>-Know what an adverbial phrase is.</li> </ul> <p><b>Fronted adverbials</b></p> <ul style="list-style-type: none"> <li>-Comma after fronted adverbials.</li> </ul> <p><b>Aim- To organise writing appropriately.</b></p>	<ul style="list-style-type: none"> <li>-Apostrophe to mark singular and plural possession.</li> <li>-Commas after fronted adverbials.</li> <li>-Use inverted commas and other punctuation to indicate direct speech.</li> </ul> <p><b>Aim- To punctuate accurately.</b></p>	<p>-See Year 3.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-See Year 3.</p> <p><b>Aim- To present neatly.</b></p>	<p>See Year 1.</p> <p><b>Aim-To communicate effectively.</b></p>

## Progression Map for Writing @ Baldwins Gate Primary School

### Persuasion-Year 5

Advert, Review, Leaflet

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Balanced Argument-Speech</b></p> <ul style="list-style-type: none"> <li>-Developed introduction and conclusion using all the argument or leaflet layout features.</li> <li>-Paragraphs developed with prioritised information.</li> <li>-Both viewpoints are transparent for the reader.</li> <li>-Emotive language used throughout to engage the reader.</li> </ul> <p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>-Developed introduction and conclusion using all the argument or leaflet layout features.</li> <li>-Paragraphs developed with prioritised information.</li> <li>-Viewpoint is transparent for the reader.</li> <li>-Emotive language used throughout to engage the reader.</li> </ul> <p><b>Aim- To write with a purpose.</b></p>	<ul style="list-style-type: none"> <li>-Sentence length varied e.g., short/long.</li> <li>-Active and passive voice used deliberately to heighten engagement. E.g., Giraffes left the enclosure, or the ring was removed from the drawer.</li> <li>-Wide range of subordinate connectives e.g., whilst, until, despite.</li> <li>-Embedded subordinate clauses are used for economy or emphasis.</li> <li>-Figurative language used to build description (sometimes clichéd) e.g., the crowd charged like bulls.</li> <li>-Repetition is used for effect e.g., the boys ran and ran until they could run no more.</li> <li>-Plan their writing by; <ul style="list-style-type: none"> <li>-Identifying the guidance for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own.</li> </ul> </li> <li>-Noting and developing initial ideas, drawing reading and research where necessary.</li> <li>-In writing narratives; considering how authors have developed characters and setting in what pupils have read, listened to or seen perform.</li> <li>-Draft and write by; <ul style="list-style-type: none"> <li>-Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>- "Using passive verbs" to affect the presentation of information in a sentence.</li> <li>-Using the perfect form of verbs to make relationships of time and cause</li> <li>-Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>-Using relative clauses, beginning with whom which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun.</li> </ul> </li> </ul> <p><b>Aim-To use sentences appropriately.</b></p> <ul style="list-style-type: none"> <li>-Assessing the effectiveness of their own and their others writing.</li> <li>-Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>-Ensuring the consistent use of tenses throughout a piece of writing.</li> <li>-Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register.</li> <li>-Proofread for spelling and punctuation errors.</li> </ul> <p><b>Aim-To analyse writing.</b></p> <ul style="list-style-type: none"> <li>-Performs their own compositions using appropriate intonation, volume and movement so that meaning is clear.</li> </ul> <p><b>Aim-To present writing.</b></p>	<p><b>Balanced Argument-Speech</b></p> <ul style="list-style-type: none"> <li>-It strikes me that.....</li> <li>-My intention is to.....</li> <li>-To do this I will.....</li> <li>-As I see it.....</li> <li>-It appears to me.....</li> <li>-Naturally.....</li> <li>-It is precisely because.....</li> <li>-Subsequently.....</li> <li>-Doubtless.....</li> <li>-Nevertheless.....</li> <li>-In stark contrast.....</li> <li>-Contrary to this position.....</li> <li>-It would seem logical.....</li> <li>-Let us consider the impact.....</li> <li>-In conclusion.....</li> <li>-The evidence presented leads me to conclude.....</li> </ul> <p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>-It strikes me that</li> <li>-There is no doubt that</li> <li>-I am convinced that</li> <li>-It appears</li> <li>-In my opinion</li> <li>-Surely only a fool would confider</li> <li>-In addition</li> <li>-Furthermore</li> </ul> <ul style="list-style-type: none"> <li>-Moreover</li> <li>-My evidence to support this is</li> <li>-On balance...</li> <li>-Just think how.....</li> <li>-Now you can....</li> <li>-For the rest of your life.....</li> <li>-Unbelievable</li> <li>-Outrageous</li> </ul> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <ul style="list-style-type: none"> <li>-Locate and identify expanded noun phrases.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>-Use modal verbs.</li> <li>-Prefixes for verbs; dis, de, mis, over, ise, ify</li> <li>-Convert adjectives in verbs using suffixes; ate, ise, ify.</li> </ul> <p><i>(To indicate degrees of possibility).</i></p> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>-Choose appropriate adjectives.</li> </ul> <p><b>Connectives/Conjunctions</b></p> <ul style="list-style-type: none"> <li>-A wide range of connectives.</li> </ul> <p><b>Tense</b></p> <ul style="list-style-type: none"> <li>-Change tense according to features of the genre.</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>-Know what an adverbial phrase is.</li> </ul> <p><b>Fronted adverbials</b></p> <ul style="list-style-type: none"> <li>-Comma after fronted adverbials.</li> <li>-Adverbials of time, place and number.</li> </ul> <p><b>Aim- To organise writing appropriately.</b></p>	<ul style="list-style-type: none"> <li>-Consolidate all previous learning.</li> <li>-Brackets</li> <li>-Dashes</li> <li>-Colons</li> <li>-Semicolons</li> <li>-To indicate Parenthesis.</li> <li>-Commas for ambiguity.</li> <li>-Hyphens for ambiguity.</li> <li>-Using a colon to introduce a list.</li> <li>-Punctuating bullet points consistently.</li> </ul> <p><b>Aim- To punctuate accurately.</b></p>	<ul style="list-style-type: none"> <li>-To use further prefixes and suffixes and understand the guidance for adding them.</li> <li>-Spell some words with silent letters (for example knight, psalm, solemn).</li> <li>-Continue to distinguish between homophones and other words which are often confused.</li> <li>-Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specially.</li> <li>-Use dictionaries to check spellings and meaning of words.</li> <li>-Use the first 3 or 4 letters of a word to check spelling meaning or both of these in a dictionary.</li> <li>-Use a thesaurus.</li> </ul> <p><b>Aim- To spell correctly.</b></p>	<ul style="list-style-type: none"> <li>-Write legibly, fluently with increasing speed by;</li> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>-Choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Aim- To present neatly.</b></p>	<ul style="list-style-type: none"> <li>-To regularly use interesting adjectives, adverbials phrases and extending noun phrases in speech.</li> <li>-To know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>-To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</li> <li>-To plan and present information with ambitious added detail and description for the listener.</li> <li>-To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li> <li>-To listen carefully, making timely contributions and asking questions that are responsive to others ideas and views, e.g. participate in a project where they listen to the view of others and adapt to meet the needs of a group.</li> <li>-To ask relevant questions which deepen conversations and/or further their knowledge.</li> <li>-To understand how to answer questions that require more detailed answers and justifications.</li> <li>-To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</li> <li>-To engage in longer and sustained discussions about a range of topics.</li> </ul> <p><b>Aim-To communicate effectively.</b></p>

# Progression Map for Writing @ Baldwins Gate Primary School

## Persuasion-Year 6

Advert, Review, Leaflet

Composition		Vocabulary		Grammar and Punctuation	Transcription	Handwriting	Oracy Opportunities
Texture structure	Sentence Composition	Useful Vocabulary	Word Class	Punctuation	Spelling	Handwriting	Speaking and listening
<p><b>Balanced Argument-Speech</b></p> <p>-Arguments are well constructed that answer the reader's questions.</p> <p>-The writer understands the impact or the emotive language and thinks about the response.</p> <p>-Information is prioritised according to the writer's point of view.</p> <p><b>Persuasive Writing</b></p> <p>-Arguments are well constructed that answer the reader's questions.</p> <p>-The writer understands the impact or the emotive language and thinks about the response.</p> <p>-Information is prioritised according to the writer's point of view.</p> <p><b>Aim- To write with a purpose.</b></p>	<p>-Verb forms are controlled and precise e.g. It would be regrettable if the wildlife funds came to an end.</p> <p>-Modifiers are used to intensify or qualify e.g., insignificant amount, exceptionally.</p> <p>-Sentence length and type of varied according to purpose.</p> <p>-Front adverbials use to clarify writer's position e.g., As a consequence of their actions....</p> <p>-Complex noun phrases used to add detail e.g. ....The fragile eggs are slowly removed from the large mother hen.</p> <p>-Proportional phrases used cleverly e.g. In the event of a fire....</p> <p>Relative clauses.</p> <p>-Level of formality including a shift in formality.</p> <p>-Plan their writing by:</p> <p>-Identifying the guidance for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own.</p> <p>-Noting and developing initial ideas, drawing reading and research where necessary.</p> <p>-In writing narratives; considering how authors have developed characters and setting in what pupils have read, listened to or seen perform.</p> <p>-Draft and write by:</p> <p>-Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>-Using passive verbs" to affect the presentation of information in a sentence.</p> <p>-Using the perfect form of verbs to make relationships of time and cause.</p> <p>-Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>-Using relative clauses, beginning with whom which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun.</p> <p>-Vocabulary is well controlled and precise e.g., Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>-Sentence length and type varied according to purpose.</p> <p>-Figurative language used to build up description e.g. everyone charged like a deer pack under threat.</p> <p>-Prepositional phrases used cleverly. E.g. In the messy scramble for the bag.</p> <p><b>Aim-To use sentences appropriately.</b></p> <p>-Assessing the effectiveness of their own and their others writing.</p> <p>-Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>-Ensuring the consistent use of tenses throughout a piece of writing.</p> <p>-Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register.</p> <p>-Proofread for spelling and punctuation errors.</p> <p><b>Aim-To analyse writing.</b></p> <p>-Performs their own compositions using appropriate intonation, volume and movement so that meaning is clear.</p> <p><b>Aim-To present writing.</b></p>	<p><b>Balanced Argument-Speech</b></p> <p>-I will present.....</p> <p>-Following that, I will.....</p> <p>-One argument for this is that.....</p> <p>-Fundamentally flawed.....</p> <p>-.....an easy answer that avoids.....</p> <p>-I would counter this view.....</p> <p>-It seems plausible to.....</p> <p>-Moreover.....</p> <p>-In point of fact.....</p> <p>-The evidence I would use to support this is.....</p> <p>-It surprises me that.....</p> <p>-It is my conviction.....</p> <p>-Finally, I would like to add.....</p> <p>-Even though there has been a long history of activities.</p> <p><b>Persuasive Writing</b></p> <p>-It appears that.....</p> <p>-There can be no doubt that.....</p> <p>-It is critical.....</p> <p>-Fundamentally.....</p> <p>-How can anyone believe this to be true?</p> <p>-Does anyone really believe that?</p> <p>-As everyone knows I cite, for example.....</p> <p>-I would reader to.....</p> <p>-On the basis of the evidence presented.....</p> <p>-Phenomenal</p> <p>-Unique</p> <p>-Unmissable</p> <p>-You will be.....</p> <p>-Don't.....</p> <p>-Take a moment to.....</p> <p>-Isn't it time to.....?</p> <p>-Worried about.....</p> <p><b>Aim-To use ambitious Vocabulary.</b></p>	<p><b>Noun</b></p> <p>-Expand noun phrases to convey complicated information concisely.</p> <p><b>Verbs</b></p> <p>-Use modal verbs.</p> <p>-Prefixes for verbs: dis, de, mis, over, ise, ify.</p> <p><i>(To indicate degrees of possibility).</i></p> <p><b>Adjectives</b></p> <p>-Choose appropriate adjectives.</p> <p><b>Connectives/Conjunctions</b></p> <p>-Use a wide range of connectives.</p> <p><b>Tense</b></p> <p>-Change tense according to features of the genre.</p> <p><b>Adverbs</b></p> <p>-Link ideas across a text using cohesive devices such as adverbials.</p> <p><b>Fronted adverbials</b></p> <p>-See above.</p> <p><b>Aim- To organise writing appropriately.</b></p>	<p>-Use a wide range of punctuation throughout the writing.</p> <p><b>Aim- To punctuate accurately.</b></p>	<p>-See Year 5.</p> <p><b>Aim- To spell correctly.</b></p>	<p>-See Year 5.</p> <p><b>Aim- To present neatly.</b></p>	<p>See Year 5.</p> <p><b>Aim-To communicate effectively.</b></p>