

Burlington Junior School- Whole School Writing Progression

Year Group		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation and Handwriting	National Curriculum	Sit correctly at the table, holding pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9 Understand which letters belong to which handwriting 'families' and practise these.	Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capitals of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined. Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.		Write legibly, fluently, with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for the task.	
		Year 2 Develop positive attitudes towards and stamina for writing by writing: • narratives about personal experiences and those of others (real and fictional) • about real events • poetry • writing for different purposes					

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Composition	National Curriculum	Plan Writing Say out loud what they are going to write about.	Plan Writing Plan or say out loud what they are going to write about. Write idea and/or key words including new vocab.	Plan Writing Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.		Plan Writing Identify audience and purpose, selecting appropriate form and use other similar writing models for their own. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
		Drafting and write Compose a sentence orally before writing. Sequence sentences to form short narratives	Drafting and write Encapsulate what they want to say, sentence by sentence.	Drafting and write Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures. Organise paragraphs around a theme. In narratives, create settings, characters and plot. In non-narrative material, use simple organisational devices such as headings and subheadings.		Drafting and write Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Précis longer paragraphs. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).	

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		Evaluate and edit	Evaluate and edit Make additions, revision and corrections to their own writing by: Evaluating their own writing with the teacher or other pupils. Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	Evaluate and edit Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Evaluate and edit Assess the effectiveness of their own and others' writing. Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
		Proof-read Re-read what they have written to check that it makes sense	Proof-read Proof read to check for errors in spelling, grammar and punctuation.	Proof-read Proof read for spelling and punctuation errors.	Proof-read Proof read for spelling and punctuation errors.
		Read aloud Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud Read aloud their writing with appropriate intonation to make the meaning clear.	Read aloud Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read aloud Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

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Vocabulary, Grammar, Punctuation	Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear. Re-reading should be done throughout writing and not just at the end.					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Word Level Regular plural noun suffixes ‘-s’ or ‘-es’ (dog, dogs, wish, wishes) Suffixes that can be added to verbs where no change is needed in the spelling of root words. (helping, helped, helper) How the prefix ‘-un’ changes the meaning of verbs and adjectives. (unkind, undoing, untie)	Word Level Formation of nouns using suffixes such as ‘-ness’, ‘-er’ and by creating compound words (whiteboard, superman) Formation of adjectives using suffixes such as ‘-ful’ and ‘-less’ Use of the suffixes ‘-er’, ‘-est’ in adjectives The use of the suffix ‘-ly’ in Standard English to turn adjectives into adverbs.	Word Level Formation of nouns using a range of prefixes (eg super, anti, auto) Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words, showing how words are related in form and meaning (eg solve, solution, solver, dissolve, insoluble)	Word Level The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, I did instead of I done)	Word Level Converting nouns or adjectives into verbs using suffixes (e.g. ‘-ate’, ‘-ise’, ‘-ify’) Verb prefixes (e.g. dis-, de-, mis-, over-, re)	Word Level The difference between vocabulary typical of informal speech and appropriate for formal speech and writing (e.g. find out/discover, ask for/request, go in/enter) How words are related by meaning as synonyms and antonyms (e.g. big, large, little).

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	Pie Corbett	Prepositions (inside, outside, towards, across, under) Determiners (the, a, my, your, an, this, that, his, her, their, some, all, lots of, many more, those, these) Adjectives to describe (the old house, the huge elephant) Alliteration e.g. dangerous dragon slimy snake Similes using as....as... e.g. as tall as a house as red as a radish Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash...	Prepositions (behind, above, along, before, between, after) Alliteration Wicked witch Similes Like sizzling sausages Two adjectives to describe the noun e.g. The scary, old woman... Adverbs for description e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information e.g. Lift the pot carefully onto the tray. Generalisers for information, e.g. Most dogs.... Some cats....	Prepositions Next to by the side of, in front of during through throughout because of Powerful verbs stare, tremble, slither Boastful Language magnificent, unbelievable, exciting! More specific / technical vocabulary to add detail A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof. Figurative language Alliteration Simile	Prepositions at, underneath, since, towards, beneath, beyond Comparative, superlative adjectives eg small, smaller, good, better, best Proper nouns Monday, Jessica Figurative language Alliteration Simile	Figurative language Metaphor Personification Onomatopoeia Hyperbole Empty words eg someone was out there. Develop technical vocabulary	Build in figurative language to create effect.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Sentence How words can combine to make sentences. Joining words and joining clauses using and.	Sentence Subordination (using when, if, that, because) and co-ordination (using or, and, or, but). Expanded noun phrases for description and specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Sentence Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)	Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials (e.g. Later that day, I heard bad news).	Sentence Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).	Sentence Use the passive to affect the presentation of information in a sentence. (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken by me) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags; He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech)

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	Pie Corbett	Simple conjunctions (and, or, so, then) As openers (While, When, Where) Ly openers, Fortunately, Unfortunately, Sadly, Simple sentences (I went to the park) Embellished simple sentences using adjectives (The giant had an enormous beard.) Compound sentences using coordinating conjunctions (The children played on the swings and slid down the slide.) Complex sentences use of who relative clause. (Once upon a time was a little old woman who lived in a forest.)	'ly' starters (Usually, Eventually, Finally, Carefully, Slowly) Vary openers to sentences Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill. Secure use of compound sentences (Coordination) using conjunctions: and/ or / but / so Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly. Additional subordinating conjunctions:	Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now. Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can.... Prepositional phrases to place the action: on the mat; behind the tree, in the air Compound sentences (Coordination) using conjunctions: and/ or / but / so / for /nor / yet (coordinating conjunctions) Develop complex sentences (Subordination) with range of subordinating conjunctions (See	Long and short sentences: Long sentences to enhance description or information. Short sentences to move events on quickly e.g. It was midnight. It's great fun. Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road. Secure use of simple / embellished simple sentences Secure use of compound sentences. Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions) Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. Consolidate understanding of fronted	Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Secure use of simple / embellished simple sentences Secure use of compound sentences Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees. Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Drop in – 'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by	Secure use of simple and embellished sentences. Secure use of compound and complex sentences. With full range of conjunctions. Develop use of rhetorical questions for persuasion. Expanded noun phrases to convey complicated information concisely.
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		Run- repetition for rhythm (He walked and he walked and he walked.) Repetition for description (a lean cat, a mean cat)	what/while/when/where / because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees. Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.	Connectives and Sentence Signposts doc.) -‘ing’ clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep. Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy! Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world.	adverbials ‘ed’ clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post. Expanded -‘ing’ clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves. - ‘ly’ phrases as starters e.g. Unfortunately, no chocolate biscuits remained. Drop in -‘ing’ clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses. Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather. Repetition to persuade e.g. Find us to find the fun Dialogue - verb +	purple spots, is rarely seen. Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight. Use of rhetorical questions Stage directions in speech (speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief. Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)	
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				adverb - "Hello," she whispered, shyly.		
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National Curriculum	Text Sequencing sentences to form short narratives.	Text Correct choice and consistent use of the present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress. (eg she is drumming, he was shouting)	Text Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentation. Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play)	Text Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Text Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before).	Text Linking ideas across paragraphs using a wider range of cohesive devices : repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence) and ellipsis . Layout devices (e.g. headings, sub-headings, columns, bullets or tables) to structure text.
Pie Corbett	Fiction Story map/mountain Plan opening around character, setting, time of day, weather	Fiction Story map/mountain/grids, boxing up) Plan opening around character, setting, time of day, weather	Fiction Story map /story mountain / story grids / 'Boxing-up' grid Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part. Extended	Fiction Story map /story mountain /story grids /'Boxing-up' grids Plan opening using: Description /action Paragraphs to organise each part of story to indicate a change in place or jump in time.	Fiction Story mountain /grids/flow diagrams, boxing Plan opening using: Description /action/dialogue Paragraphs : Vary connectives within paragraphs to build	Fiction Include suspense, cliff hangers, flashbacks /forwards. Time slips Start story at any point of the five part structure. Maintain plot consistently working from the plan.

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	Understanding 3 parts and 5 parts to a story. Opening –once upon a time Build up- one day Problem- suddenly, unfortunately, Resolution- fortunately Ending-finally Non-fiction Text map/washing Heading Introduction – opening factual statement Middle section- simple factual sentences Bullet points for instructions Labelled diagrams Ending- concluding sentence	Understanding 5 parts to a story with more complex vocabulary Opening - In a land far away.... One cold but bright morning..... Build-up - Later that day Problem / Dilemma -To his amazement Resolution - As soon as Ending - Luckily, Fortunately, Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. Non-fiction Introduce: Secure use of planning tools: Text map / washing line / 'Boxing – up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question Middle section(s) Group related ideas / facts into sections	vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters. Build-up –build in some suspense towards the problem or dilemma. Problem / Dilemma – include detail of actions / dialogue Resolution - should link with the problem. Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning Non-Fiction Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. Who....? What....?	Build in suspense writing to introduce the dilemma Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Non-Fiction Text map/ washing line/ 'Boxing –up' grid Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Introduction Middle section(s) Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader Appropriate choice of pronoun or	cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description -character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma – may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question. Non -Fiction Introduce: Independent planning across all genres and application Secure use of range of layouts suitable to text. Introduction / Middle / Ending Secure use of	Paragraphs- secure use of linking ideas within and across paragraphs. Secure development of characterisation. Non-fiction Secure planning across nonfiction genres and application. Use a variety of text layouts appropriate to purpose. Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions. Express balanced coverage of a topic. Use different techniques to conclude texts. Use appropriate formal and informal styles of writing. Choose or create publishing format to enhance text type and engage the reader. Linking ideas across paragraphs using a wider range of cohesive
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			Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts/ True or false?	Where....? Why....? When....? How....? Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said.	noun across sentences to aid cohesion.	paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts. Use rhetorical questions to draw reader in. Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader	devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub -headings, columns, bullets, or tables, to structure text.
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National Curriculum	Punctuation Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I.	Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (eg the girl's name)	Punctuation Introduction to inverted commas to punctuate direct speech.	Punctuation Use of inverted commas and other punctuation to indicate direct speech. (e.g. comma after reporting clause; end of punctuation within inverted commas: The conductor shouted, "Sit down!") Apostrophes to mark plural possession. (e.g. the girl's name, the girls' name) Use of commas after fronted adverbials.	Punctuation Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity	Punctuation Use of semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up). Use of the colon to introduce a list and use of semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)
Pie Corbett	Introduce speech bubble, bullet points	Comma after –ly opener Speech bubbles	Ellipses to keep the reader hanging on. Secure use of inverted commas for direct speech. Use of commas after fronted adverbials (e.g.	Full punctuation for direct speech	Rhetorical question	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.

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			Later that day, I heard the bad news.)			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Terminology Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark	Terminology Noun Noun phrase Statement Question, Exclamation Command Compound Suffix Adjective Adverb Verb Tense (past, present) Apostrophe Comma	Terminology Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Letter Vowel Inverted commas (or speech marks)	Terminology Determiner Pronoun Possessive pronoun Adverbial	Terminology Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity	Terminology Subject, object Active, passive Synonym, antonym Ellipsis, hyphen, colon, semi-colon, bullet points
Pie Corbett	Simile 'like' Speech bubble Bullet points Adjective Verbs Conjunction Alliteration Simile 'as'	Speech bubble Bullet point Conjunction Alliteration Simile Generaliser		Consonant, vowel		Tense: present and past progressive; present perfect; past perfect