



Northmead Junior School Progression in Writing Skills Framework

Writing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language	<p>With support begin to listen and respond appropriately to adults and their peers</p> <p>Begin to ask relevant questions</p> <p>Begin to build their vocabulary</p> <p>Begin to articulate with simple justifications of answers, arguments and opinions, with support</p> <p>Begin to give simple descriptions, explanations and narratives for different purposes, with support including for expressing feelings</p> <p>Begin to develop the ability to maintain attention and participate in collaborative conversations, with support to stay on topic and initiate and respond to comments</p> <p>Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas with support and</p>	<p>Listen and respond appropriately to adults and their peers with a little support</p> <p>Begin to ask relevant questions to extend their understanding and knowledge</p> <p>Use strategies to build their vocabulary</p> <p>Begin to articulate with simple justifications of answers, arguments and opinions with structured support</p> <p>Begin to give descriptions, explanations and narratives for different purposes, with support including for expressing feelings</p> <p>Develop the ability to maintain attention and participate in collaborative conversations, with support where needed to stay on topic and initiate and respond to comments</p> <p>Begin to use spoken language to develop understanding through speculating, hypothesising,</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Consolidate with support, the asking of relevant questions to extend their understanding and knowledge</p> <p>With support use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions with structured support</p> <p>Give more detailed descriptions, explanations and narratives for different purposes, with support</p> <p>including for expressing feelings</p> <p>Maintain attention and participate in collaborative conversations, with support where needed to stay on topic and initiate and respond to comments</p> <p>Use spoken language more confidently to develop understanding through speculating, hypothesising, imagining and exploring</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, with structured support for arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, with resources including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, with structured support for arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, with resources including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, with structured support for arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing</p>

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		<p>questioning</p> <p>Begin to speak audibly and fluently with an increasing command of Standard English, with modelled support</p> <p>Begin to participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Begin to gain, maintain and monitor the interest of the listener, with modelled support</p> <p>Begin to consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Begin to select and use appropriate registers for effective communication with modelled support.</p>	<p>imagining and exploring ideas with support and questioning</p> <p>With modelled support, speak audibly and fluently with an increasing command of Standard English</p> <p>Readily participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener, with modelled support</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others, with support</p> <p>Select and use appropriate registers for effective communication with modelled support.</p>	<p>ideas with support and questioning</p> <p>Speak audibly and fluently with an increasing command of Standard English (With modelled support, where needed)</p> <p>Actively participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener, with modelled support where needed</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others, with support where needed</p> <p>Select and use appropriate registers for effective communication with modelled support where needed.</p>	<p>command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication.</p>	<p>command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication.</p>	<p>command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication.</p>
Composition	Planning	<p>Begin to say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p>	<p>Confidently plan or say out loud what they are going to write about</p> <p>Begin to note component ideas of a piece of writing.</p>	<p>Begin to discuss and record ideas independently</p>	<p>Confidently discuss and record ideas independently</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, considering how authors</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, considering how authors</p>

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						<p>have developed characters and setting in what pupils have read, listened to or seen performed.</p> <p>Continue to note and develop initial ideas, drawing on reading and research where necessary</p>	<p>have developed characters and setting in what pupils have read, listened to or seen performed.</p> <p>Confidently note and develop initial ideas, drawing on reading and research where necessary</p>
	Drafting	<p>Begin to sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Confidently write down ideas and/or key words, including new vocabulary</p> <p>Sequence short sentences to form narratives and non-narratives that are cohesive</p> <p>Confidently encapsulate what they want to say, sentence by sentence</p>	<p>Begin to organise paragraphs around a theme</p> <p>Begin to create settings, characters and plot in narratives</p> <p>Begin to use taught organisational devices for purpose in non-narrative material</p> <p>Begin to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Continue to organise paragraphs around a theme</p> <p>Continue to create settings, characters and plot in narratives</p> <p>Continue to use taught organisational devices for purpose in non-narrative material</p> <p>Confidently compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, begin to describe settings, characters and atmosphere</p> <p>Begin to integrate dialogue to convey character and advance the action</p> <p>Begin to summarise longer passages</p> <p>Begin to use a wide range of devices to build cohesion within and across paragraphs</p> <p>Begin to use further organisational and presentational devices to structure text and to guide the reader</p>	<p>Confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance Meaning</p> <p>In narratives, confidently describe settings, characters and atmosphere</p> <p>Confidently use a wide range of devices to build cohesion within and across paragraphs</p> <p>Confidently use further organisational and presentational devices to structure text and to guide the reader</p> <p>Exercise an assured and conscious control over levels of formality (<i>through manipulating grammar and vocabulary</i>)</p> <p>Integrate dialogue in</p>

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							<p>narratives to convey character, description and advance the action</p> <p>Write effectively for a range of purposes and audiences, (<i>selecting the appropriate form and drawing independently on what they have read as models for their own writing, e.g., literary language, characterisation, structure</i>)</p>
	Editing	<p>Discuss what they have written with the teacher or other pupils</p>	<p>Begin to evaluate their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Make simple additions, revisions and corrections</p> <p>Begin to proofread to check for errors in spelling, grammar and punctuation based on what has been previously taught Y1-Y2</p>	<p>With adult support/peer support begin to assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>With the support of adults/peers begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1-Y3</p>	<p>Begin to assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1-Y4</p>	<p>Continue to assess the effectiveness of their own and others' writing</p> <p>Continue to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Begin to ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Begin to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1-Y5</p>	<p>Confidently assess the effectiveness of their own and others' writing</p> <p>Confidently propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Confidently ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Begin to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Confidently proofread for spelling and punctuation errors based on what has been previously taught Y1-Y6</p>

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Grammar	To combine words to make sentences, including using 'and' (joining words and clauses)	Sentences with different forms: statement, question, exclamation, command	Begin to use fronted adverbials, learn to use comma afterwards	Confidently use fronted adverbials, consolidate using comma afterwards	Write effectively for a range of purposes and audiences	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
	Sequence sentences to form short narratives	Expand noun phrases for description and specification	Extend sentences (more than one clause) <i>using conjunctions when, if because although</i>	Consolidate extending sentences (more than one clause) <i>using conjunctions when, if because although</i>	In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	In narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture
	Separation of words with Spaces	The present and past tenses correctly and consistently including the progressive form	<i>Chose nouns and pronouns for clarity and cohesion (avoiding repetition)</i>	<i>Appropriate choice of nouns and pronouns for clarity and cohesion (avoiding repetition)</i>	Begin to use a range of devices to build cohesion across paragraphs	Integrate dialogue in narratives to advance the action, using correctly punctuated speech
	Sentence demarcation (C. ! ?)	Subordination (using when, if, that, or because) and coordination (using or, and, or but)	Use the present perfect form of verbs in contrast to the past tense	Consistently use the present perfect form of verbs in contrast to the past tense	Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
	Capital letters for names and pronoun 'I', names, places) Begin to use features of standard English	Some features of written Standard English	Standard English verb inflections (did/done, was/were, of/have, me and ... v ... and I) Use the correct form of 'a' or 'an'	Standard English verb Inflections, consolidate Y3 plus <i>who/whom</i>	Use adverbs to add detail, qualification and precision	Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
		Sentence demarcation Commas in lists	Begin to use preposition to order (time – at, in, on; e.g. at night-time), of place (at, in, on; e.g. in the woods) and cause (for, due to, on account of)	Use preposition to order (time – at, in, on; e.g. at night-time), of place (at, in, on; e.g. in the woods) and cause (for, due to, on account of)	Use modal verbs to add detail, qualification and precision Use preposition phrases to add detail, qualification and precision	
		Apostrophes for omission and singular possession	Continue to use apostrophes for singular possession	Use the possessive apostrophe for plural nouns Difference between plural and possessive –s	Use expanded noun phrases to add qualification and precision, Use relative clauses, sometimes omitting the relative pronoun	
			Extend noun phrases, with adverbs of cause (because, as a result), time (while, then) and place (worldwide, everywhere)	Continue to extend noun phrases, with adverbs of cause (nevertheless, furthermore), time (still,	Use a wide range of clause structures, sometimes	

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			Begin to use and punctuate direct speech - use <i>inverted commas</i> to punctuate speech. Begin to use; new line, each line starts with a capital, end with a - , ! or ?	yet) and place (here, there) Punctuate direct speech - use <i>inverted commas</i> to punctuate speech, new line, each line starts with a capital, end with a - , ! or ?	varying their position within the sentence Use verb tenses mostly consistently and correctly throughout their writing Use the full range of punctuation taught so far - mostly correctly Use commas for clarity mostly correctly Use some punctuation for parenthesis (brackets, commas and dashes) Begin to create atmosphere, and integrate dialogue to convey character and advance the action	Use a wider range of devices to build cohesion Use verb tenses consistently and correctly throughout their writing Use the range of punctuation correctly, e.g. <i>commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists</i>
Grammar terminology	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, fronted adverbial phrase, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
Paragraphing	Clearly sequenced sentences [as introduction to paragraphs].	Write under headings [as introduction to paragraphs].	Group ideas into paragraphs around a theme. Write under headings & subheadings.	Use connectives to link paragraphs. Organise paragraphs around a theme	Consistently organise into paragraphs. Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	Wide range of devices to build cohesion within and across paragraphs. Use paragraphs to signal change in time, scene, action, mood or person.
Punctuation	Beginning to punctuate	Learning how to use both	Continue to apply	Using commas after	Using commas to clarify	Using hyphens to avoid

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	<p>sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>punctuation taught in KS1</p> <p>Use and punctuate direct speech (i.e. Inverted commas)</p>	<p>fronted adverbials</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>Use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>meaning or avoid ambiguity in writing</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Ambiguity</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Use a colon to introduce a list punctuating bullet points consistently</p>
Performing writing	<p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Read their own writing aloud, to a group or the whole class, using intonation and controlling the tone and volume to help to clarify the meaning.</p>	<p>Confidently read their own writing aloud, to a group or the whole class, using appropriate pace, intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Fluently and expressively perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
Context for writing		<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write simple poetry</p> <p>Write for different purposes</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Begin to consider and use features of different genres within fiction, non-fiction and poetry</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Use features of specific genres within fiction, non-fiction and poetry</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>