

Millbrook Primary School – Purpose for Writing – Progression in Writing - D1 – June 2023

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Sentences	Sentences	Sentences	Sentences	Sentences	Sentences
Sentences	I can write in full sentences I can write questions and statements	I can use different sentences for different purposes – statement, questions, exclamations and commands	I use a variety of sentence structures in my writing	I use a range of sentences structures in my writing	I can vary the length of my sentences for impact	I can choose from a full range of organisational and presentational devices to guide my readers
Cohesion	I can write a series of sentences in order	I write coherent sentences that contain one idea	I am beginning to use paragraphs to organise related material	I can organise paragraphs around a theme	I can use a wide range of devices to build cohesion within paragraphs	I use a wide range of devices to build cohesion within and across paragraphs
Story	I can write a story with a beginning, middle and end	I can write a story in 3 parts including characters	I can use a story mountain to build a 5 part story	I can write a 5 part story including dialogue	I can write a 5 part story from an identified viewpoint	I can write a story including flashbacks
Vocabulary	I can choose between words to use	I attempt to use varied vocabulary	I can write sentences demonstrating an increasingly varied and rich vocabulary	I use a varied and rich vocabulary in my writing	I can select appropriate grammar and vocabulary, recognising how my choices can change meaning	I can select appropriate grammar and vocabulary to have the desired impact on my readers
	Grammar	Grammar	Grammar	Grammar	Grammar	Grammar
Verb Tenses	I can write in the present and the past tense	I use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	I can use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	I use present and past tense correctly and include a wider range of verb forms in my writing	I can ensure correct subject and verb agreement when using singular and plural	I use passive verbs to affect the presentation of information in a sentence
Adjectives	I can use adjectives to describe nouns e.g. red apple, bad wolf	I can write sentences using expanded noun phrases to add details	I choose to use nouns or pronouns appropriately for clarity and to avoid repetition	I am beginning to use noun phrases to add detail and specify meaning	I use expanded noun phrases to convey complicated information	I use expanded noun phrases to convey complicated information concisely
Adverbs	I can use adverbs to describe verbs	I can use adverbs to add detail within sentences	I can use adverbs to express time place and cause	I use a wider range of correctly punctuated fronted adverbials	I use relative clauses beginning with: who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	I can vary the position of clauses within a sentence for impact
Adverbials	First, Then, Next, After, Later, The next day	First, Firstly, Next, Later, After	Soon, meanwhile, As, before, also, the next day, Later, carefully, however, in addition, in conclusion	Soon, meanwhile, before, later, in addition, on the other hand, carefully, Without a thought etc	Meanwhile, despite, as a result, due to, for example, in addition, nevertheless, later that day, silently, within moments, nearby, never before, ...ing openers, ...ed openers	Meanwhile, furthermore, despite, as a result, due to, later that day, in addition, consequently, silently, within moments, nearby, never before, ...ing openers, ...ed openers
Prepositions/ conjunctions	I can use the preposition in, at, on	I can use prepositions for subordination and coordination	I can use prepositions to express time place and cause	I can use conjunctions as adverbials –(then, next, soon, therefore)	I can use conjunctions as prepositions (before, after, during, in, because of)	I can select and use appropriate conjunctions to join clauses
Conjunctions	And, but, so, when, if, because	And, but, so, or, when, if, because	If, when because, before, unless, while, even if, until, whenever, once	If, when, before, because, while, unless, even if, as, until, whenever, once	If, when, because, while, as whenever, once, since, although, unless, rather, whereas, whenever, whether	If, when, because, while, as whenever, once, since, although, unless, rather, whereas, whether
Clauses	I can join words and clauses with 'and'	I can make sentences longer using or, and, or but	I can use conjunctions to express time, place and cause – (when, before, after, while,)	I can use a growing range of subordinating conjunctions	I can build cohesion, using adverbials of time, place and number	I can use cohesive devices such as grammatical connections and adverbials

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Formal/ Informal Language	I can write a simple sentence	I can use some features of written Standard English	I can recognise the difference between formal and informal language	I can use formal and informal language in my writing	I recognise the vocabulary and structures appropriate for formal speech and writing,	I can choose to use formal or informal language according to purpose appropriately in my writing
	Punctuation	Punctuation	Punctuation	Punctuation	Punctuation	Punctuation
Punctuation 1	I can use capital letters and full stops consistently within sentences	I can use capital letters, full stops, question marks and exclamation marks accurately	I can use the possessive apostrophe to indicate possession	I can use the possessive apostrophe to indicate possession with singular and plural nouns	I can use brackets, dashes or commas to indicate parenthesis	I can use semicolons, colons or dashes to mark boundaries between independent clauses
Punctuation 2	I am beginning to use question marks and exclamation marks	I can use commas to separate elements in a list	I can use commas after fronted adverbials	I can use commas to identify a clause at the beginning of a sentence	I can use commas to clarify meaning or avoid ambiguity in writing	I can use a colon to introduce a list and ellipsis to indicate suspense
Speech marks	I can use speech bubbles to identify what someone says	I can indicate when someone is speaking	I am beginning to use speech marks to punctuate direct speech	I can use inverted commas to punctuate direct speech	I can consistently use inverted commas to punctuate direct speech (and thought)	I use direct speech creatively to advance the plot / characterisation of my story
	Drafting and Editing	Drafting and Editing	Drafting and Editing	Drafting and Editing	Drafting and Editing	Drafting and Editing
Drafting	I can write about both my experiences and those of others	I can write simple coherent narratives about my personal experiences	I can use models of writing as the basis of my own writing (structure, vocabulary and grammar)	I can use the structure, vocabulary and grammar from a model text in my own writing	I can apply the models of similar writing to my own	I can choose from a full range of organisational and presentational devices to guide my readers
Models of writing	I can write about real events	I can write about real events in a coherent and clear way	I can follow a model to use simple organisational devices (headings & subheadings) when writing non-fiction	I can use simple organisational devices (headings & subheadings) when writing non-fiction	I use a range of organisational and presentational devices to structure text	I can identify the purpose and audience needs for my writing, selecting the appropriate form
Composition	I can compose a sentence orally before writing it	I can say out loud and plan what I am going to write about	I can compose and rehearse sentences orally (including dialogue),	I can discuss and record ideas on a variety of planners	I can record and develop initial ideas, drawing on reading and research where necessary	I can draw on my reading and research for my ideas
Writing frames	I can sequence sentences to form short narratives	I can write down ideas and/or key words,(including new vocabulary)	I can use simple visual organisational devices to help me plan non-fiction writing	I can use visual organisational devices to help me plan fiction and non-fiction writing	I can choose appropriate visual organisational devices to help me plan fiction and non-fiction writing	I can select an appropriate writing frame to record my ideas
Proof reading	I re-read what I have written to check that it makes sense	I am beginning to identify spelling, grammar and punctuation errors in my writing	I can identify spelling and punctuation errors in my writing	I can proofread for spelling and punctuation errors	I can proofread for spelling and punctuation errors and make necessary corrections	I can proofread to correct errors and up-level my writing
Evaluation	I can discuss what I have written with my teacher or other pupils	I can evaluate my writing with help from my teacher and other pupils	I can make suggestions about how to improve my own and others' writing	I can up-level my grammar and vocabulary to improve the consistency of my writing	I can up-level my vocabulary, grammar and punctuation to enhance effects and clarify meaning	I can evaluate the effect that writing has on a reader and suggest how it could have more impact
Performance	I can read my writing aloud clearly enough to be heard by others	I can read aloud what I have written with appropriate intonation to make the meaning clear	I can read my own writing aloud, to a group or the whole class, using appropriate intonation	I can read my own writing aloud, to a group or the whole class, using appropriate intonation	I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	I can perform their own compositions, using appropriate intonation, volume, and movement to have the intended impact on my listeners