



Lansbury Lawrence Year 1 Writing Progression

	Autumn Term	Spring Term	Summer Term
Composition	Planning -Orally plan, sequence and rehearse events/ideas Drafting and re-drafting -Orally compose a sentence before writing it (think it, say it, say it again, write it) -Begin to sequence sentences to form short stories, recounts, instructions, non-chronological reports. -With adult support, re-read every sentence aloud to check that it makes sense and make corrections Evaluating and editing -Discuss writing with an adult, giving an opinion	Planning -Orally plan, sequence and rehearse events/ideas Drafting and re-drafting Orally compose a sentence before writing it (think it, say it, say it again, write it) -Say and hold own sentence in memory whilst writing it -Sequence sentences to form short stories, recounts, instructions, non-chronological reports. -Re-read every sentence aloud to check that it makes sense and make corrections Evaluating and editing -Discuss their writing with adults/peers, saying what they like about it	Planning -Orally plan, sequence and rehearse events/ideas Drafting and re-drafting -Orally compose a sentence before writing it (think it, say it, say it again, write it) -Sequence sentences to form short stories, recounts, instructions, non-chronological reports. -Begin to use present and past tense with some accuracy -Independently re-read every sentence aloud to check that it makes sense and make corrections Evaluating and editing -Discuss their writing with adults/peers, saying what they like about it and referring back to the writing
Stamina for writing	4-6 sentences in 20 minutes	6-8 sentences in 20 minutes	8-12 sentences in 25 minutes
Sense of a sentence	-Combine words appropriately to make grammatically accurate sentences (e.g. physical ordering of given words). -Recognise simple sentences and non-sentences (orally and in written form). -Compose simple sentences in written form (including an appropriate verb) - Identify the 'who', 'what doing' (remember to include the verb 'to be': 'what being') and 'where' in oral and written sentences. <i>N.B. Remember to check determiners in their oral and written sentences e.g. a, the, my, they, his, their.</i> <i>- Remember to check prepositions in their oral and written sentences e.g. in, on, to, for, by</i>	-Compose compound sentences (using and) in written form. -Recognise questions in spoken and written form -Accurately compose oral questions. - Compose and write sentences that include relevant adjectives. <i>N.B. Remember to check determiners in their oral and written sentences e.g. a, the, my, they, his, their.</i> <i>- Remember to check prepositions in their oral and written sentences e.g. in, on, to, for, by</i>	-Orally compose sentences using 'because' and begin to use this conjunction in supported sentences. -Begin to use exclamations (e.g. orally or as physical punctuation / in a short piece of speech / in simple story retellings). <i>N.B. Remember to check determiners in their oral and written sentences e.g. a, the, my, they, his, their.</i> <i>- Remember to check prepositions in their oral and written sentences e.g. in, on, to, for, by</i>
Word class knowledge	-Recognise and use nouns in sentences (adult supported)	-Recognise when nouns used are names (adult supported)	
Punctuation	-Separate words with spaces in their own sentences -Begin to demarcate sentences accurately using full stops. -Recognise and write capital letters from memory -Begin to demarcate sentences accurately using capital letters. -Begin to use a capital letter for the personal pronoun I	-Separate words with spaces in their own sentences independently -Demarcate sentences accurately using full stops. -Demarcate sentences accurately using capital letters. -Use a capital letter for the personal pronoun I -Know that capital letters are used for names (e.g. people, days of the week, months, places names). Begin to use in their writing. -Notice the use of exclamation marks in their reading and when they are used (e.g. in dialogue)	-Demarcate many sentences accurately with capital letters and full stops -Use capital letters accurately in their writing for names (e.g. people, days of the week, months, places names) -Use question marks accurately, when appropriate. -Begin to use exclamation marks in their story writing.

Writing to perform	-Read aloud writing clearly and loudly to an adult or a partner	-Read aloud writing clearly and loudly to a small group	-Read aloud writing clearly and loudly to the class to perform
Verb tenses	Exposure to modal verbs: Model orally and in shared writing when appropriate: must, can, may, will NB. <i>can</i> for ability, <i>may</i> for permission, <i>will</i> for projection into future	Exposure to modal verbs: Children begin to use orally: must, can, may, will NB. <i>can</i> for ability, <i>may</i> for permission, <i>will</i> for projection into future	Begin to use present and past tense with some accuracy Exposure to modal verbs: Children use orally and begin to use some of these modals in their writing: must, can, may, will NB. <i>can</i> for ability, <i>may</i> for permission, <i>will</i> for projection into future
Spelling	-Name the letters of the alphabet in order -Spell words containing phase 3 & 4 phonemes already taught -Secure spelling and use of first 45 sight words in independent writing - Spell the first 65 sight words automatically	-Spell words containing phase 5 phonemes already taught -Secure spelling and use of first 65 sight words in independent writing - Spell the first 85 sight words automatically - Spell the days of the week	-Spell words containing all phase 5 phonemes and use accurately in independent writing -Secure spelling and use of first 100 sight words in independent writing - Spell the days of the week, months of the year -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Add prefixes and suffixes: -using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -using the prefix un– to change the meaning of verbs and adjectives (e.g. unkind, undoing) -using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
Handwriting	-Sit correctly at a table, holding a pencil comfortably and correctly -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’ (i.e. letters that are formed in similar ways) and to practise these.		
Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark		



Lansbury Lawrence Year 2 Writing Progression

	Autumn Term	Spring Term	Summer Term
Composition	<p>Planning: Identify audience and purpose of writing and discuss the structure needed Generate ideas Discuss, plan and orally rehearse what to write about (mapping, boxing, telling)</p> <p>Drafting and re-drafting: Orally rehearse sentences before writing (think it, say it, write it, check it) Write simple, coherent narratives: -Appropriately structured -Events follow simple chronology (clear sequence of events; beginning, middle and end) -Noun phrases used to describe and specify -Introduce characters with some description -Describe settings (nouns, verbs, adjectives, senses) Write about real events: logically sequenced, sentence forms used appropriately Write poetry Write for different purposes Use a variety of sentences (e.g. simple, compound, repetition for effect, statement, command, question, exclamation, sentences with description – adjectives and adverbs) Use first and third person pronouns appropriate to genre</p> <p>Evaluating and editing: Edit and improve writing with some signposting from an adult. Begin to strengthen the choice of vocabulary e.g. noun phrases Evaluate their writing with a talk partner, saying what they think is good about the writing and what might make it even better Re-reading to check their writing makes sense and that tense is used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p>		
Sense of a sentence	<p>Identify in their own writing the ‘who’, ‘what doing’ / ‘what being’ (using the verb to be) and ‘where’ in oral and written sentences.</p> <p>Secure oral composition and writing of simple sentences with accuracy.</p> <p>Recognise compound sentences using and, but (coordinating conjunctions). Recognise separate clauses within given compound sentences. Orally compose and write compound sentences (using and, but).</p> <p>Notice the use of subordinating conjunctions, especially because & when. Orally compose complex sentences using subordinate clauses: focus on because & when. With support, write complex sentences using subordinate clauses: focus on because & when. Recognise separate clauses within given complex sentences</p> <p><i>Note: Remember to check determiners in their oral and written</i></p>	<p>Recognise compound sentences using and, but, or and so (coordinating conjunctions). Recognise separate clauses within given compound sentences. Orally compose and write compound sentences (using and, but, or, so).</p> <p>Orally compose and write complex sentences using subordinate clauses: focus on because & when. Recognise separate clauses within given complex sentences.</p> <p><i>Note: Remember to check determiners in their oral and written sentences e.g. a, the, my, they, his, their. Remember to check prepositions in their oral and written sentences e.g. in, on, to, for, by</i></p>	<p>Independently orally compose and write compound sentences (using and, but, so, or) with accuracy. Recognise separate clauses within given compound sentences.</p> <p>Independently orally compose and write complex sentences using subordinate clauses (using because, when, if, that) with accuracy. Recognise separate clauses within given complex sentences.</p> <p><i>Note: Remember to check determiners in their oral and written sentences e.g. a, the, my, they, his, their. Remember to check prepositions in their oral and written sentences e.g. in, on, to, for, by</i></p>

	<i>sentences e.g. a, the, my, they, his, their. Remember to check prepositions in their oral and written sentences e.g. in, on, to, for, by</i>		
Word class knowledge & application	Noun phrases - Know that simple noun phrases can be made up of the articles the/a plus a noun e.g. a dog / the dog Expanded noun phrases using adjective before noun to describe and specify Verbs - Recognise verbs as ‘doing’ and ‘being’ words in a sentence. See verb tense focus areas below. Sentence Types - Awareness of sentence types - statement, questions, command, exclamation (could be addressed through links with appropriate types of text)	Adverbs - In writing, use adverbs for time e.g. first, next, finally Sentence types – use sentences with different forms: statement, question, exclamation, command Pronouns - Recognise pronouns e.g. she, he, they, them, it (referred to in reading to support inference)	Adverbs - In writing, use adverbs for manner e.g. suddenly, quickly, slowly, nervously
Punctuation	Apply accurate use of capital letters and full stops in independent writing. Use question marks where required in writing. Use exclamation marks where required in writing.	Use commas to separate items in a list. Use apostrophes to mark where letters are missing in spelling (contractions).	Notice use of commas to separate main clauses from subordinate clauses when a subordinate clause begins a sentence.
Writing to perform	Read aloud their writing to the class loudly and clearly, beginning to use intonation and taking note of the punctuation to make the meaning clear.	Read aloud their writing to the class loudly and clearly, beginning to use intonation and taking note of the punctuation to make the meaning clear.	Take part in a formal presentation, reading aloud their writing to the class loudly and clearly, beginning to use intonation and taking note of the punctuation to make the meaning clear.
Verb Tenses	Orally compose and write sentences using the simple past tense . Orally compose and write sentences using simple present tense . Write in the past tense with increasing consistency (e.g. narrative, recounts, past tense non-chronological reports) Write in the present tense with increasing consistency (e.g. instructions, present tense non-chronological reports) Exposure to modal verbs Introduce how to use in writing: must, can, may, will, would, could, should (can for ability, may for permission, will for projection into the future, would/could/should for future possibilities)	Use past tense mostly accurately for narratives and recounts Write in the present tense with increasing consistency (e.g. instructions, present tense non-chronological reports) Begin to explore the past and present progressives: Orally compose and write sentences using the past progressive (e.g. narratives and recounts) Orally compose and write sentences using the present progressive (e.g. in dialogue and instructions)	Correct choice and consistent use of present and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming; he was shouting). NB. Past progressive in narratives and recounts; present progressive in dialogue and instructions.
Spelling	Consolidate phase 5 phonics: -segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly -learning new ways of spelling phonemes for which one or more spellings are already known Learning to spell common exception words Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Year 2 no nonsense spelling scheme, including: - Learning to spell common exception words -Learning to spell more words with contracted forms -Learning the possessive apostrophe (singular) e.g. the girl’s coat -Distinguishing between homophones and near-homophones - Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly -Formation of nouns using suffixes such as –ness, -er and by compounding (e.g. superman); Formation of adjectives using suffixes such as –ful, -less. -Use of the suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	
Handwriting	- Form lower-case letters of the correct size relative to one another		

	<ul style="list-style-type: none"> - 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 capital letters and digits 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
Terminology	<p>Use and understand the terms:</p> <p>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma</p>

Lansbury Lawrence Year 3 Writing Progression

	End of Autumn Term	End of Spring Term	End of Summer Term
Composition	<p>Write cohesive narratives and non-narratives for a range of purposes</p> <p>Planning: Identify purpose and audience of the writing Discuss structure, vocabulary and grammar needed (by looking at similar texts/models) Generate, discuss and record ideas (drawing, mapping, boxing, notes, oral rehearsal)</p> <p>Drafting and re-drafting: Compose and rehearse sentences orally Use a varied and rich vocabulary (precise nouns, noun phrases, verbs, adverbs, prepositions for description) Use a range of sentence structures (simple, compound, complex, varying sentence openers with adverbs and adverbials, list of 3 for description - see sentence progression) In narratives, create settings, characters and plot: - create and develop characters using descriptive devices to add detail - create and write dialogue for characters - develop settings using a range of descriptive devices (begin to match the mood/atmosphere) - create openings that hook the reader - create endings that link back to the beginning In non-narrative, use simple organisational devices (headings and subheadings e.g. non-chronological reports, instructions) Introduction to paragraphs as a way to group related material: - In non-narrative, group facts from research/discussion into paragraphs - Begin to use paragraphs to organise writing around themes</p> <p>Evaluating and Editing: Discuss own writing with an adult and make improvements in response Following a whole class feedback session, apply improvements to own writing Respond to own and others writing – how effective is it? Proof-read to check for errors in spelling, punctuation and grammar in own writing</p>		
Writing to present	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read aloud their own writing to the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Take part in a formal presentation to the whole class, reading aloud their writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Sense of a sentence	<p>Independently compose simple sentences with accuracy.</p> <p>Independently write compound sentences with accuracy using but, so and or (coordinating conjunctions)</p> <p>Identify separate clauses within given compound sentences</p> <p>Standard English: Check speech and writing for subject-verb agreement e.g. They are/ she is/ we were</p>	<p>Build on their use of subordinating conjunctions to write complex sentences to express time, place and cause: e.g. because, if, that, while, as, before, after, once (NB. Before and after can also be used as prepositions so check use as conjunction)</p> <p>Identify the main clause in a sentence that includes a subordinate</p>	
Punctuation	<p>Continue to: Demarcate sentences independently using capital letters and full stops. Use capital letters for proper nouns Apply accurate use of question marks, exclamation marks and commas for lists where appropriate.</p> <p>Use an apostrophe for contractions and singular</p>	<p>Distinguish speech (what is said) from who is saying it. Begin to punctuate speech: New speaker new line Inverted commas Capital letter to start sentences within speech</p> <p>Begin to use a comma to separate any main clause from a subordinate clause when a subordinate clause starts</p>	

	possession Introduction to paragraphs as a way to group related material	the sentence.	
Word class knowledge and application	<p>Noun phrases Expand noun phrases to describe and specify in their independent writing</p> <p>Pronouns Use pronouns correctly and consistently in sentences (including possessives) e.g. they-their; we-our; he-his</p> <p>Adverbs In independent writing, vary adverbs used for time e.g. eventually, meanwhile, then, In independent writing, choose appropriate adverbs for manner e.g. timidly, bravely</p>	<p>Adverbials Use adverbial for time in their writing e.g. at first, at that moment, moments later Use adverbials for place in their writing e.g. At the edge of the forest, Beneath the..., Over the...</p>	<p>Prepositions Check their own writing for the correct use of prepositions e.g. to, of, for Choose appropriate prepositions in their descriptive writing e.g. over, beneath, beside, above, beyond</p> <p>Adverbials Use adverbials for manner e.g. All of a sudden, as fast as she possibly could</p>
Verb Tenses	<p>Know that verbs are 'doing' and 'being' words in a sentence.</p> <p>Use tense appropriately and consistently</p> <p>Use simple past tense alongside past progressive e.g. She was whistling as she strolled through the park.</p> <p>Modal verbs Begin to use in writing: must, can, may, will, would, could, should, might Can – for ability May – for permission Will – for projection into the future Would, could, should – for future possibilities Contrast might with may</p>	<p>Use simple present tense alongside present progressive e.g. in instructions: Butter the toast while the eggs are boiling While you are waiting for the eggs to boil, butter the toast</p>	<p>Introduce use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p>Use present and past tense mostly correctly and consistently</p>
Spelling	<p>Year 3 No-nonsense spelling scheme, including:</p> <ul style="list-style-type: none"> -Use further prefixes and suffixes and understand how to add them -Spell further homophones -Spell words that are often misspelt -Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g.children's) -Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i> -Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>) -Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>) <p>Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		
Handwriting	<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 unjoined. Increase the legibility, consistency and quality of their handwriting.</p>		
Terminology - to know and use accurately	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')		



Lansbury Lawrence Year 4 Writing Progression

	Autumn Term	Spring Term	Summer Term
Composition	Write cohesive narratives and non-narratives for a range of purposes Planning: Identify and discuss purpose and audience of the writing Discuss structure, vocabulary and grammar needed (by looking at similar texts/models) Discuss and record ideas (drawing, mapping, boxing, notes, oral rehearsal) Writing: Compose and rehearse sentences orally Develop a varied and rich vocabulary (well-chosen nouns, noun phrases, verbs, adverbs, prepositions for description) Use an increasing range of sentence structures (compound, complex, varying sentence openers with adverbs and adverbials, sentence of 3 for description, sentence of 3 for action, long and short sentences: long to add description or information, short sentences for emphasis; -ed clause sentence starter - see sentence progression) Use paragraphs to organise writing around a theme In narratives, create settings, characters and plot: -Develop characterisation using action (show not tell), dialogue and description -Compose dialogue between two characters -Create and describe action, including the use of dialogue to advance action -Create and develop settings which have a specific atmosphere -Use a variety of openings to hook the reader -Create endings which link back to the beginning In non-narrative, use simple organisational devices to aid presentation (headings and subheadings e.g. non-chronological reports, instructions) Link ideas across paragraphs e.g. using fronted adverbials and pronouns Evaluating and Editing: Respond to own and others writing – focusing on audience and purpose, how effective is it? Discuss own writing with an adult and make improvements in response Discuss and propose changes to own and others' writing with partners Following a whole class feedback session, apply improvements to own writing Proof-read to check for errors in spelling, punctuation and grammar in own and in others' writing		
Writing to present	Take part in a formal presentation, to the whole class, reading aloud their writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Take part in a formal presentation, to the whole class, reading aloud their writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Take part in a formal presentation, to a larger audience, reading aloud their writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Sense of a sentence	Secure written composition of simple sentences. Secure written composition of compound sentences, recognising clauses. Using subordinating conjunctions within complex sentences, including while, as, if, that, before, after Reinforce standard English: subject-verb agreement e.g. They are/ she is/ we were	Accurately use subordinating conjunctions within complex sentences, including while, as, if, that, before, after	Reinforce standard English: Appropriate choice of pronoun: ... and me/ ... and I

Punctuation	<p>Continue to: Demarcate sentences independently using capital letters and full stops. Use capital letters for proper nouns independently. Apply accurate use of question marks, exclamation marks and commas for lists where appropriate.</p> <p>Punctuate fronted adverbials using a comma</p> <p>Punctuate speech accurately, including: New speaker new line Inverted commas Capital letter to start sentences within speech Comma after the reporting clause Punctuation before the closing inverted commas</p>	<p>Punctuate speech accurately, including: New speaker new line Inverted commas Capital letter to start sentences within speech Comma after the reporting clause Punctuation before the closing inverted commas</p>	<p>Use a comma to separate any main clause from subordinate clause when a subordinate clause starts the sentence.</p> <p>Use apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)</p>
Word class knowledge and application	<p>Expanding noun phrases Use noun phrases to describe and specify (appropriate to type of text and context e.g. Use expanded noun phrases to specify in instructions, non-chronological reports)</p> <p>Use adverbials for time, place and manner.</p> <p>Create sentences with fronted adverbials for time, place and manner (how, when, where).</p>	<p>Expand noun phrases by adding a prepositional phrase after the noun (e.g the teacher with the curly hair, the tree beside the lake)</p> <p>Begin to vary nouns and noun phrases used in a piece of writing (e.g. Tabitha, the girl, the student, the explorer)</p>	<p>Use nouns, noun phrases and pronouns across a text to aid cohesion and to avoid repetition</p>
Verb Tenses	<p>Use present and past tense mostly correctly and consistently</p> <p>Secure use of simple past alongside past progressive e.g. The sun was shining when I woke up He was whistling as he walked to school</p> <p>Secure use of simple present alongside present progressive e.g. I sing as I am taking a shower While you are waiting for the eggs to boil, butter the toast</p> <p>Modal verbs Use in writing: must, can, may, will, would, could, should, might, ought Can – for ability May – for permission Will – for projection into the future Would, could, should – for future possibilities Contrast might with may Ought – for obligation, note formality compared to should</p>	<p>Introduce present perfect (has/have with past tense e.g. he has done/ I have done) <i>Narrative dialogue:</i> "I have lived here all my life." "She has lost her favourite toy." <i>Recount:</i> They have visited the docks each year I have been... <i>News report:</i> They have vaccinated people over the age of 70.</p>	

Spelling	<p>No-nonsense spelling scheme, including: use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals (for example, children's) The grammatical difference between plural and possessive -s</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (weekly dictations)</p>
Handwriting	<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 unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
Terminology - to know and use accurately	<p>Determiner, pronoun, possessive pronoun, adverbial</p>



Lansbury Lawrence Year 5 Writing Progression

	Autumn Term	Spring Term	Summer Term
Composition	<p>Write effectively and coherently for a range of purposes and audiences (including a short story)</p> <p>Planning: Identify and discuss purpose and audience of the writing Discuss structure, vocabulary and grammar needed (by looking at similar texts/models; drawing on how authors develop characters and setting/atmosphere; own reading and research) Discuss and record ideas for planning (drawing, mapping, boxing, notes, oral rehearsal)</p> <p>Writing: In narratives: -Show characterisation using description, dialogue and action (drawing on reading to deepen understanding) -Compose dialogue between two characters -Create and describe action, integrating dialogue to advance action -Create and describe settings -Create, describe and develop atmosphere (e.g. suspense, tranquillity) -Use a variety of openings to hook the reader -Create endings which link back to the beginning Use organisational and presentational devices to structure texts and guide the reader Use a variety of sentence structures (compound, complex, varying sentence openers with adverbs and adverbials, sentence of 3 for description, sentence of 3 for action, long and short sentences: long to add description or information, short sentences for emphasis; -ed clause sentence starter, -ing clause sentence starter - see sentence progression) Use a rich and varied range of vocabulary with greater precision for description Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Develop writing to impact the reader – pupils making own informed choices about grammar and vocabulary (selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning).</p> <p>Evaluating and editing: Assess the effectiveness of their own and others' writing in relation to audience and purpose, suggesting changes Propose changes to vocabulary, grammar 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 and level of formality Proofread for spelling and punctuation errors</p>		
Sense of a sentence	<p>Vary sentences for effect</p> <p>Ensure accurate composition of simple sentences in writing and identify main clauses. Secure written composition of compound sentences, recognising clauses. Accurately use subordinating conjunctions within complex sentences, including because, while, as, if, that, before, after, although, once</p> <p>Use of relative clause to describe nouns in subject and object position: The teacher sat at her desk. The teacher, <i>who was happily marking</i>, sat at her desk. The teacher sat at her desk, <i>which was covered in books</i>.</p>	<p>Vary sentences for effect</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p>	<p>Vary sentences for effect</p> <p>Insertion of parentheses into sentences using commas, dashes and brackets in pairs.</p>

Word class knowledge & application	<p>Secure use of adverbials for time, place and manner, including as fronted adverbials.</p> <p>Use adverbials to build cohesion within paragraphs (e.g. then, after that, finally).</p> <p>Linking ideas across paragraphs using adverbials of time, place and number.</p> <p>Expanding noun phrases for clarity and description: Confident use in writing of noun phrases and their expansion, to describe and specify, e.g: The tree The old tree (adjective before noun) The old tree beside the river (adjective before noun; prepositional phrase after noun)</p>	<p>Secure use of adverbials as single words, phrases, or subordinate clauses, eg: Later; Within minutes; When she got to the corner</p> <p>Expanding noun phrases for clarity and description: Confident use in writing of noun phrases and their expansion, to describe and specify, appropriate to different text types (narrative, non-chronological report, newspaper recount) The tree The old tree (adjective before noun) Formal non-fiction examples: the rapid change in temperature the remains of many splendid tombs the world around us this awareness of the environment</p>	<p>Indicate degrees of possibility using adverbs (e.g. surely, perhaps).</p>
Punctuation	<p>Independently check that all sentences are demarcated accurately, including using capital letters and full stops. Punctuate fronted adverbials using a comma.</p> <p>Dialogue: Punctuate speech, including comma after the reporting clause and punctuation before the closing inverted commas.</p>	<p>Dialogue: Use speech + verb + action with accuracy e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p> <p>Interrupt speech with reporting clause/ narration, punctuating accurately: "Hello there," he said, smiling. "What a lovely surprise!"</p>	<p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Insertion of parentheses into sentences using commas, dashes and brackets in pairs.</p>
Writing to present	<p>Perform their own compositions to the class, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Perform their own compositions to a larger audience, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Perform in a formal planned debate.</p>
Verb Fluency	<p>Confident written use of simple past tense alongside past progressive tense e.g. The sun was shining when I woke up. He was whistling as he walked to school.</p> <p>Secure use of simple present tense alongside present progressive tense e.g. I sing as I am taking a shower. Butter the toast while the eggs are boiling. While you are waiting for the eggs to boil, butter the toast.</p> <p>Reinforce present perfect (has/have with past e.g. he has done / I have done) in news stories and biography</p>	<p>Indicate degrees of possibility using modal verbs Use in writing: must, can, may, will, would, could, should, might, ought (to), shall Can – for ability May – for permission Will – for projection into the future Would, could, should – for future possibilities Contrast might with may Ought – for obligation, note formality compared to should Shall – mostly used like will but sounds formal, NB. Shan't is the negative of this.</p>	<p>Use present, past and future tense mostly correctly and consistently, as appropriate.</p> <p>Use past perfect for flashback and backstory (had + past tense, e.g. she had walked quickly; It had all started the week before; No-one had seen who broke the window) E.g. in narrative and historical explanation: no-one had predicted that Germany would...</p>
Spelling	<p>Year 5 No-nonsense spelling scheme Including:</p>		

	<p>-Use further prefixes and suffixes and understand the guidance for adding them</p> <p>-Spell some words with 'silent' letters (e.g. knight, 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 needs to be learnt specifically</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task
Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity



Lansbury Lawrence Year 6 Writing Progression

	End of Autumn Term	End of Spring Term	End of Summer Term
Composition	<p>Write effectively and coherently for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>Planning: Identify and discuss purpose and audience of the writing and consider this carefully when selecting the text form, type and language for writing. Examine and compare how authors develop text, discussing techniques used and drawing on these to create own plan Discuss structure, vocabulary and grammar needed, considering the purpose and audience (by looking at similar texts/models; drawing on how authors develop characters and setting/atmosphere; own reading and research) Discuss and record ideas for planning (drawing, mapping, boxing, notes, oral rehearsal)</p> <p>Writing: In narratives: -Show characterisation using description, dialogue and action (drawing on reading to deepen understanding) -Compose dialogue between two characters -Integrate dialogue to convey character and advance the action -Create and describe action -Create and describe settings -Create, describe and develop atmosphere (e.g. suspense, tranquillity) -Use a variety of openings to hook the reader -Create endings which link back to the beginning</p> <p>Use organisational and presentational devices to structure texts and guide the reader Use a variety of sentence structures (compound, complex, varying sentence openers with adverbs and adverbials, sentence of 3 for description, sentence of 3 for action, long and short sentences: long to add description or information, short sentences for emphasis; -ed clause sentence starter, -ing clause sentence starter - see sentence progression) Use a rich and varied range of vocabulary with greater precision for description Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbials, pronouns, synonyms etc) Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Develop writing to impact the reader – pupils making own informed choices about grammar and vocabulary (selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning).</p> <p>Evaluating and editing: Assess the effectiveness of their own and others' writing in relation to audience and purpose, suggesting changes Apply improvements to own writing, following feedback Propose changes to vocabulary, grammar 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 and level of formality Proofread for spelling and punctuation errors</p>		
Sense of a sentence	<p>Vary sentences for effect</p> <p>Secure written composition of simple sentences and identify main clauses. Identify subject and object in a sentence. Secure written composition of compound sentences, recognising clauses. Accurately use subordinating conjunctions within complex sentences, including while, as, if, that, before, after, although, once</p>	<p>Vary sentences for effect</p> <p>Children independently applying knowledge from all previous years, making appropriate choices and using grammar, vocabulary and punctuation for intended effects.</p>	<p>Vary sentences for effect</p> <p>Children independently applying knowledge from all previous years, making appropriate choices and using grammar, vocabulary and punctuation for intended effects.</p>

Word class knowledge, grammar & application	<p>Children independently applying knowledge from all previous years, making appropriate choices and using grammar, vocabulary and punctuation for intended effects.</p> <p>Use the passive voice to create suspense e.g. The door was opened.</p> <p>Use the passive voice to show powerlessness e.g. He was cornered by four growling dogs.</p>	<p>Show in their writing differences in vocabulary and grammatical structures typical of informal speech and formal speech and writing.</p> <p>e.g. contractions don't, shan't, he's</p> <p>question tags "He's your friend, isn't he?"</p> <p>subjunctive – wish and if clauses e.g. If I were... Were they to come...</p>	<p>Use informal and formal speech and writing in appropriate contexts.</p> <p>Use the passive voice for formal explanation e.g. The gear is turned by the chain.</p> <p>Tutankhamen's tomb was discovered by Howard Carter.</p>
Punctuation	<p>Children independently applying knowledge from all previous years, making appropriate choices and using grammar, vocabulary and punctuation for intended effects.</p> <p>Independently check that all sentences are demarcated accurately, including using capital letters and full stops.</p> <p>Embed use of commas to clarify meaning or avoid ambiguity.</p> <p>Identify and use colons to introduce a list.</p> <p>Punctuation of bullet points to list information.</p> <p>Link ideas across paragraphs using an ellipsis.</p>	<p>Identify and use semi-colons, colon and dash to mark the boundary between independent clauses e.g. It's raining; I am fed up. (NB. These may be used to replace some conjunctions).</p>	<p>Understand how hyphens can be used to avoid ambiguity (e.g. man eating shark vs. man-eating shark)</p> <p>Use the range of punctuation taught in ks2 correctly.</p>
Writing to present	<p>Perform their own compositions to the class, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Perform their own compositions to a larger audience, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Perform in a formal planned debate.</p>
Verb Fluency	<p>Use verb tenses consistently and correctly throughout their writing.</p>		
Spelling	<p>Year 6 No-nonsense spelling scheme</p> <p>Including:</p> <ul style="list-style-type: none"> -Use further prefixes and suffixes and understand the guidance for adding them -Spell some words with 'silent' letters (e.g. knight, solemn) -Continue to distinguish between homophones and other words which are often confused -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>		
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task 		
Terminology	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi- colon, bullet points</p>		