

Dunkirk Primary School – Writing Progression

This document gives an overview of the progressive approach to the teaching of writing at Dunkirk Primary School. It encompasses the technical, compositional, structural and authorial skills of writing that form the structure of our teaching and ensure the achievement of our English curriculum intent (see intent document for more details of this).

Each year group’s learning builds upon the prior learning that has taken place in the preceding year. Any skills that have been missed or that prove to not have been retained by the pupils will be re-taught and supported. As such, each year group covers not just their own skills but re-activates the learning of previous year groups too.

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

Year	Component	Skill
EYFS	Technical	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds and representing these with graphemes.
	Compositional	Listen attentively to stories, non-fiction, rhymes and poems. Re-tell heard texts using props and relevant vocabulary. Express their ideas using full, coherent sentences. Write a simple sentence that can be read by themselves and others.
	Structural	
	Authorial	
1	Technical	I understand how words combine to make sentences I usually put a capital letter at the beginning and a full stop at the end of my sentence I can begin to write lower letters and 0-9 correctly I can form capital letters I can spell words using the Y1 phonemes I can spell some red words correctly in my writing (see list) I can add s and es to make a plural I can use the suffixes ‘ing’ and ed I can form capital letter for names and for I I can sit correctly at a table and hold my pencil correctly
	Compositional	I can compose my sentence aloud before I write it I can write my ideas down, sentence by sentence to write a short narrative (3+ sentences) I can write simple sentences spoken by my teacher I can talk about what I am going to write I can discuss what I have written and read it aloud audibly
	Structural	I use word spaces to separate words
	Authorial	
2	Technical	I demarcate most sentences in my writing with capital letters and full stops, and use question marks correctly when required I use present and past tense mostly correctly and consistently I segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others I spell many common exception words
	Compositional	I write simple, coherent narratives about personal experiences and those of others (real or fictional) I write about real events, recording these simply and clearly I form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

	Structural	I use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses I use spacing between words that reflects the size of the letter
	Authorial	
3	Technical	I use some subordination (e.g. when / if / that / because) to join clauses I use conjunctions to express time, place and cause; e.g. when, before, after, while, so I use correct punctuation in all my writing; e.g. commas in a list, apostrophes for contraction, and is beginning to use inverted commas for direct speech I spell some homophones and many Y3 common exception words accurately
	Compositional	I use adverbs of time, place and cause; e.g. then, next, therefore I use prepositions to express time, place and cause; e.g. before, after, during, in Use diagonal and horizontal strokes to join letters and my writing is spaced sufficiently to aid legibility
	Structural	I use simple organisational devices and organise paragraphs around a theme I proof-read my work for punctuation and spelling errors.
	Authorial	I write coherently and effectively for different purposes including narrative and factual pieces and my writing contains appropriate text features and interesting details
4	Technical	I can tell the difference between a plural s and a possessive s I use the correct verb inflection – we were, I did I can use a range of determiners I can use adjectives and adverbs when writing descriptions I can use fronted adverbials with commas I can use inverted commas and other punctuation to indicate direct speech I can expand my noun phrases by adding adjectives and prepositional phrases to the noun I can spell words using the rules taught in Year 3 and 4
	Compositional	I can write narratives with a clear beginning, middle and end I can develop descriptions of characters, settings and emotions I can use nouns and pronouns to avoid repetition.
	Structural	I can use a range of organisational devices in non-fiction writing; e.g sub-headings and bullet points
	Authorial	I can make my writing engaging and fluent so that the reader wants to read on I can proofread confidently and amend my own and others' spellings, grammar and punctuation. I can suggest improvements in my own and others' writing so that there is a better effect on the reader.
5	Technical	I can use expanded noun phrases for effect I can use adverbs for effect I can publish my work to a high standard I can spell words using the rules taught in Year 5
	Compositional	I can write narratives with a clear opening, build-up, problem, resolution and ending
	Structural	I can use a range of organisational and presentational devices in non-fiction
	Authorial	I can write with different levels of formality depending on the genre I can proofread confidently and amend my own and others' spelling, grammar and punctuation, and suggest improvements I can develop my ideas by drawing on my prior reading and research
6	Technical	I use verb tenses consistently and correctly throughout my writing I spell correctly most words from the year 5 / year 6 spelling list I use a dictionary to check the spelling of uncommon or more ambitious vocabulary I maintain legibility in joined handwriting when writing at speed

Compositional	<p>In narratives, I can describe settings, characters and atmosphere</p> <p>I integrate dialogue in narratives to convey character and advance the action</p> <p>I 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)</p> <p>I distinguish between the language of speech and writing, and choose the appropriate register</p>
Structural	<p>I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p>
Authorial	<p>I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (e.g. literary language, characterisation, structure)</p> <p>I exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p>