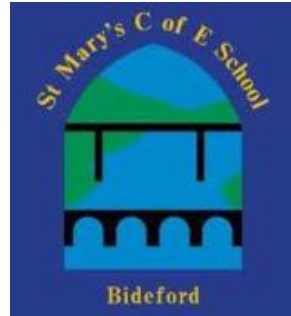


St Marys C of E Primary School- Writing Progression 2025-2026

Autumn 2025



Intent

We have high expectations for writing at St Mary's Primary School and our teaching focuses on developing pupils' competence and fluency. We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Teachers clearly model writing skills and document the learning journey through consistent working walls. Shared and practise writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing. We strive for all pupils to be able to write confidently and have developed a love of writing.

A writer from St Mary's C of E School will

- Have a love for writing, and write for enjoyment as well as for a range of specific purposes
- See themselves as real writers and value the final outcome.
- Take ownership of their writing, through proofreading, editing and making suggestions as to how to improve work
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work
- To apply the spelling, grammar and punctuation rules and skills acquired in order to produce written work in all areas of the curriculum to a high standard.

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Protected characteristics and British Values are actively promoted at St Marys C of E School by how we act, treat one another and in what we learn. Examples of how we actively teach protected characteristics in writing include: using books as model texts that include some of the protected characteristics (for example) Amelia Earhart (Y2), The Tower (Y3) Fantastically Great Women who changed the world (Y4), Hidden Figures (Y5) Pig Heart Boy (Y6)

Implementation and Impact

Foundation Stage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	We believe, to be effective writers, children in the Foundation Stage require exposure to high quality literature in order to develop their understanding of story structure, grammar and develop a wide vocabulary. At St Mary's School, adults will read regularly to the children to develop these skills and some of the text will also be used as models and inspiration for guided writing.					
Progression of Core Texts	Key texts relating to feeling, Getting to know you Golden rules animal stories Owl babies Hooray for hats Harry and the Dinosaur Harry and the Dinosaurs start school Tyrannosaurus wrecks Max Cleans up Have you filled a bucket today? To explore a book To recognise name. Children mark make for pleasure and purpose.	Key texts linked to themes and interests. Local environment, Festivals The Colour monster My shadow is Pink Little Blue truck The mixed up truck Is that Wise pig? Rhymes Nursery rhymes linked to Christmas. Straight, curvy, hard, soft, join, pencil, grip	Key texts linked to Emotions and Traditional tales Whatever next! Toys in space Inside space The great race The three little pigs (2 weeks) Use a tripod grip when writing. Children can form letters correctly	Texts linking to traditional Tales Mr wolfs pancakes Little Red Riding Hood The three Little Pigs The three Billy Goats gruff Little Red Fort Dreaming Up	Oliver's vegetables Anywhere Farm If Grandmother Gives you a Lemon Tree A Tiny Seed	1. What the Ladybird heard 2. The Very Hungry Caterpillar 3 Non- fiction Life cycles 4. Poetry/Riddles about mini-beasts Walters wonderful web

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	Children are secure in pre-writing shapes. Rhymes Miss Polly had a Dolly Humpty Dumpty I'm a little teapot Hickory Dickory Dock Straight, curvy, hard, soft, join, pencil, grip					
						
Links to Wider Curriculum	Theme: Autumn 1 <u>Getting to know you –</u> PSED- develop relationships with staff. To understand and explore value of wellbeing Art- self portraits RE- F4 Being special Music time Charanga- Me UTW- sharing family scrap books, exploring that families are diverse. Theme: Autumn 2 <u>Getting to know you – celebrations</u> UTW-To talk about and know about Christmas and Diwali Explore seasonal changes through forest school EA+D- use clay for a purpose Music time Charanga- My stories RE- F2 Incarnation			Theme: Spring 1 <u>Emotions and Traditional tales</u> PSED- To keep safe when using the internet Initiating conversations Take turns UTW- To know the key features of winter. What do animals do in winter? Explore ice/changes Chinese New year, Shrove Tuesday Music time Charanga- Everyone EA+D- DT- focus on textiles, link to an artist RE- F6 What time/stories are special and why Theme: Spring 2 <u>Science week- Mr wolfs Pancakes</u> RE- F3 Salvation UTW- To talk about growth/ know the features of spring Explore the local environment on a map		Theme: Summer 1 <u>Growing- spring and summer</u> UTW- exploring the growth of fruit and vegetables Forest school- allotment Science- exploring forces-floating and sinking Music time Charanga- Big Bear Funk PSED- exploring respectfulness (school value) EA+D- pattern in art RE- F1 God/creation Theme: Summer 2 UTW- Learn about mini beasts through forest school Also animal habitats Reflect on changes in ourselves PSED- understand fairness (school value) Music time Charanga- Reflect, rewind, replay EA+D- sculpture

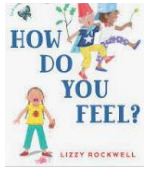
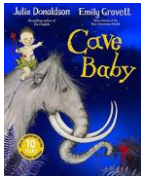
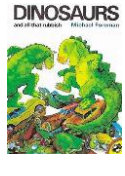
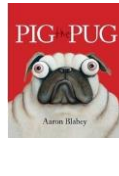
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			Know about the celebrations of Easter Music time Charanga-Our world EA+D- collage		RE- F5 What places are special and why?	
Independent purposeful writing outcomes (Impact)	To write for purpose when playing To form the letters in their name	To know how to write a simple list or label To create speech bubbles To be able to write a Christmas card to family and going on a walk to post it. To match capital and lower case letters.	To be able to write sentences and captions To write recipes To write instructions To describe a character	To begin to write simple sentences to retell a traditional story using phase 2 and 3 sounds Children use a capital letter and full stop.	To write a series of sentences in genres including narratives Children re-read their own writing Use a capital letter and full stop To make a healthy eating poster To write what a plant needs to grow	In their own writing Use a capital letter and full stop Children write for pleasure and purpose eg Create a map – labelling and giving directions To create the story of The very hungry caterpillar LA- To choose a day to write about HA to write whole story The rest to start on Monday. To write sentences for each stage of the life cycle of a caterpillar
Grammar, punctuation and Text features	Children can orally blend and segment using phase 2 graphemes. Children can read phase 2 tricky words.- is I the Writing own name with a capital letter	Write cvc words and short phrases To read and write words containing taught letters as well as I,is,the	Children can read and write captions using phase 2 and digraphs. ai,ee,igh,oo,ar,or,ur,ow,oi,ear,air,er Words with double letters Longer words Children can write name. (for those that need it) Phase 3 phonics and associated graphemes Tricky words to spell- phase 2 To write simple phrases beginning to show an awareness of punctuation- this may not be secure To form taught letters correctly		Phase 4 phonics Tricky words to read- phase 3-me, he, she, we, be Phase 4- said, have, like, so, do, some, come, were, there, little, one, when, out, what, here, love, says, one, out, today, Phase 2 words to spell- no, go, into, the, I Phase 3 words to spell- he, she, we, me, be, was, you, they, all, are, my, her, put, pull, full, as, and, has, his, push, of, my, by, all, are, sure, pure To read and write using phases 2,3,4 To write simple sentences and phrases using a capital letter and full stop, which can be read by others To spell words by identifying sounds	

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Vocabulary	letter, capital letter word, singular, plural sentence, full stop, question mark,
Spelling	Follow the Little Wandle letters and Sounds programme To be taught the phonemes and graphemes for all the letters of the alphabet to use these in writing, To learn to read phase 2 tricky words To spell significant words e.g.- own name, family members etc To recognise and spell words with double letters- ff,ll,ss,zz, To read words with -s/z/ in the middle To read words with -es/z/ at the end To read words with -s/s/ and /z/ at the end To read and spell phase 3 tricky words To learn the phase 3 sounds- vowel digraphs and apply these to reading and spelling- To cover phase 4 consonant clusters and blends- read words containing these To read compound words and words ending in suffixes – ing,ed,est,er Read phase 4 words To be taught how to blend real and alien words for reading To be taught segment for segment for spelling.
Handwriting	The emphasis at this stage is with movement rather than neatness. Letter formation (starting at the right entry point and then moving in the right direction) is taught at this early stage, with an understanding that it has a profound influence on later fluency and legibility. To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Children use the 'Little Wandle.' cards to teach letter formation. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met. In the pre-communicative stage, pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. a b c d e f g h i j k l m n o p q r s t u v w x y z

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Year 1												
	Autumn 1	Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts	Range of texts focussing on skill development	How Do You Feel (2 Week)	Oi Frog (2 Week)	Snow in the Garden (1/2 Weeks)	Cave Baby	Leo and the Octopus	Stanley's Stick	Dinosaurs and all that Rubbish	Sea Saw	Lubna and Pebble	Pig the Pug	The Magic Bed
	The Hungry Caterpillar Three Little Pigs Handa's Surprise											
Links to Wider Curriculum	Science - Animal classification, knowledge and habitats. Geography - Geographical knowledge and human features of different countries. DT - Design, make and evaluate a Christmas decoration. PSHE - Me and my relationships, cultural capital, emotions. Science - Materials and properties.				Science - Animal classification, knowledge and habitats. PSHE - exploring behavioural expectations History - Introduction to the Stone Age, learning about past events				PSHE - Me and my relationships, cultural capital. Science - Materials and properties. Science - Animal classification, knowledge and habitats. Art - using a range of materials			
Independent purposeful writing outcomes (Impact)	To write a simple sentence To use finger spaces To use capital letters To use full stops	To create a class book about different feelings, emotions and colour.	To write my own version of rhyming narrative	To write a set of instructions to make something for Christmas.	To retell a narrative	To create a fact file	To write own version narrative	To create a pamphlet	To sequence sentences to form short narratives. (GD - to proof read	To write own version friendship narrative.	To create a how to guide (GD - To extend answers to use greater detail).	To write a setting description about an imaginary land. (GD - To maintain

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Handwriting

- Initially children continue with print as in EYFS until they are secure with the correct letter formation(in line with Little Wandle)
- Follow the Letterjoin handwriting scheme later in the year dependent on cohort)
- Labels, letters displayed in class in cursive/precursive

Handwriting taught in Year 1:after letter shapes are correctly formed.

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

National Curriculum Requirements:

Year 1

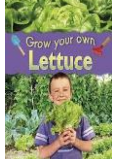
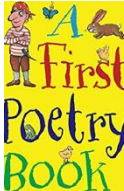
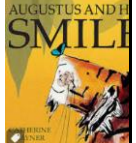
Pupils should be taught to:

- sit correctly at a table, holding a 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' (ie letters that are formed in similar ways) and to practise these

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

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Year 2												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts	Traction Man (narrative)	Recipes (instructions)) How to grow your lettuce	Amelia Earheart Non Fiction (biography)	The Polar Express The night before Christmas	Tell me a dragon (poetry)	A walk in London (literacy Tree)	Great Fire of London Non chronological report	Ocean meets the sky Fantasy story	First poetry Book Riddles Ocean (poetry)	Recount	Water Protectors	Augustus and his smile Narrative
			 	 								
Links to Wider Curriculum	Science – material properties, making predictions History- Neil Armstrong DT – Christmas Decorations (instructions) Trip –				History- Great Fire of London (significant individual Samuel Pepys) DT- Moving vehicles (Fire engines) Geography- London Trip – Walk around Bideford				PE- sports day Geography- Oceans Art- Earth Art Science – Animals and Humans Trip – Burrows, rock pooling			
Independent purposeful writing outcomes	To write an ending to a whole class story based on Traction Man (to include exclamatory)		To write a biography about Neil Armstrong (to include question subheadings)		To write a poem about a dragon that they have created (GD- to vary sentence starts)		To write a non chronological report about London (GD- use technical)		To write a riddle about a sea creature and include similes (GD-		To write an environmental campaign to protect the water.	

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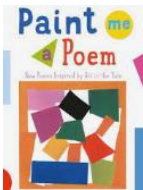
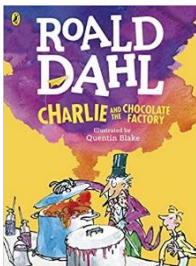
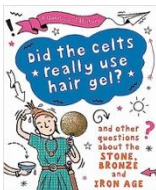
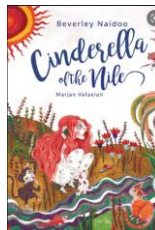
(Impact)	sentences for effect) To write a set of instructions linked to a recipe (to include adverbs of manner)		A rhyming couplet and a first-person narrative based on an imagined journey to the North Pole to see Santa Claus.		To write an information guidebook about Bideford (GD- to use technical vocabulary and exclamatory sentences)		vocabulary) To write an extended fantasy story.		To consider many different aspects of the animal)		To write own story based on Augustus and his smile (To extend and develop answers)	
Grammar, punctuation and Text features	Writing in the past tense Expanded noun phrases Capital letters and full stops	Imperative verbs Adverbs of manner Layout-headings, etc Numbered steps Adverbs of time to make sequence clear Imperative verbs Adverbs Layout Lists Commas labels	To use and as a conjunction to extend sentences Writing in the past tense Use of headings/titles Question sentences	To write in past tense To use conjunctions to extend sentences (coordinating) Range of active verbs Adverbs of time	Expanded noun phrases/ similes Exclamation marks Layout of poetry	Writing and punctuating questions Subheadings Capital letters for proper nouns Exclamatory sentences Conjunctions (subordinating)	Emotive language Layout and format Different sentence types Personal pronoun Consistent past tense Expanded noun phrases	Expanded noun phrases Apostrophes for singular possession Subordinating- after, when, if, that, because Commas in a list	Varying sentence starts Suffix endings fullness Similes	Inverted commas (GDS) Wider range of conjunctions - or, if, when. Use of pronouns Maintaining coherence and flow.	Begin to write direct speech Use a wider range of conjunction Expanded nouns Adverbs for precision EXS punctuation	
Vocabulary	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma											
Spelling	In Year 2 we follow the Spelling Shed program Pupils should be taught to: spell by: 1.Words where 'dge' makes a /j/ sound 2.Words where 'ge' makes a /j/ sound 3. Words where 'g' makes a /j/ sound											

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	4.Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' 5.Words where 'kn' and 'gn' make a /n/ sound at the beginning of words 6.Challenge Words 7.Words where 'wr' makes a /r/ sound at the beginning of words 8.Words ending in 'le' 9.Words ending in 'el' 10.Words ending in 'al' 11.Words ending in 'il' 12.Challenge Words 13.Words where 'y' makes an /igh/ sound 14.Words where '-es' is added to words ending in 'y' 15.Words where '-ed' is added to words ending in 'y' 16.Words where '-er' and '-est' are added to words ending in 'y' 17.Words where '-ing' is added to words ending in 'e' 18.Challenge Words 19.Words where '-er', '-est' and '-ed' is added to words ending in 'e' 20.Words where '-ing' is added to single syllable words 21.Words where '-ed' is added to single syllable words 22.Words where 'a' makes an /or/ sound 23.Words where 'o' makes an /u/ sound 24.Challenge Words 25.Words where 'ey' makes an /ee/ sound 26.Words where 'a' makes an /o/ sound 27.Words where 'or' and 'ar' make an /er/ or /or/ sound 28.Words where 's' makes an /z/ sound 29.Words ending in '-ment' and '-ness' 30.Words ending in '-ful' and '-less' 31.Words that are homophones or near homophones 32.Words that are homophones or near homophones 33.Words ending in '-tion' 34.Words containing an apostrophe for contraction 35.Words containing an apostrophe for possession
Handwriting	- Yr2 to follow the Letter join scheme for term 1 and then move onto consolidating letter shapes Handwriting taught in Year 2 upwards: <i>abcdefghijklmnopqrstuvwxyz</i> National Curriculum Requirements: Pupils should be taught to: - 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 un-joined - 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

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Pupils should revise and practise correct letter formation frequently. They should be taught to write with a basic joined style once they can form letters securely with the correct orientation. (not a requirement for all)

Year 3											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Progression of Core Texts	Paint me a poem Book Writes	Charlie and the Chocolate Factory Book Writes	Mog's Christmas calamity - advert (narrative) Book Writes	A Question of History- Explanation text Book Writes	Our Tower Literacy tree	Rocks (science in a flash) Non fiction- explanator y- describe a process Babcock	The big book of blooms Book Writes	A River (poetry) Book Writes	Cinderella of the Nile		
											
Links to Wider Curriculum	From Stone Age to Iron Age- History Landscape Journeys- Geography Festivals- RE+			Earthquakes and volcanoes- Geography Rocks fossils- Science History- life of a Victorian child			Art- colours in art, famous artists History- Egyptians- use of colour in paintings- Science- Life cycles of plants				

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	Art- Cave Paintings			Kents cavern Roundhouse			Rosemoor		
Independent purposeful writing outcomes (Impact)	To respond to art through poetry(GD- use a range of poetic devices) To write a setting description about an imaginary room (GD- To write a narrative including a wider range of adjectives and adverbs.)		To write the story of the Christmas Calamity (GD- to write a section from the viewpoint of Mog- 1st person)	To write an explanation text on how to survive in the Stone Age. (GD – to use subject-specific vocabulary) To write an extended fantasy narrative (GD – to include onomatopoeia)		To create double page explanation leaflet: What are igneous, sedimentary & metamorphic rocks. How are these rocks formed? GD- balancing an authoritative voice with humour).	A poem linked to a journey through a landscape (GD- to create different moods through language choices) To write an information text about a plant or group of plants, comprised of short sections with subheadings(GD- To write additional information about plants relationship with humans.		To write a new version of Cinderella, including a different setting and 'back story' to the original. (GD to write from a different perspective other than Cinderella)
Grammar, punctuation and Text features	Expand noun phrases by modifying adjectives, nouns and prepositional phrases Similes	Writing at length Story structure- mountain Conjunctions Expanded noun phrases Adverbs Inverted commas paragraphing	punctuation for speech Writing in paragraphs Adverbs Setting descriptions Subordinating conjunctions (GD – 1st person)	Subject specific vocabulary Explanatory questions Labels Subheadings Formal language Precise nouns	Repetition Conjunctions Expanded noun phrases Character description	Headings and subheadings (to aid presentation) Labelling/captions diagrams fact boxes Formal language Adverbs Precise noun phrases	Conjunctions and prepositions. Expanded noun phrase Paragraphs Layout headings and subheadings	Prepositions Expanded nouns Wider range of verbs to describe movement Present tense	Dialogue to move action forward Language for effect- Paragraphing and linking between paragraphs adverb, preposition, conjunction, clause, subordinate clause, expanded noun phrases. Adverbs for setting the

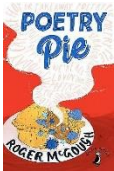
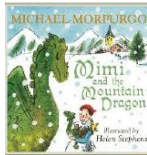
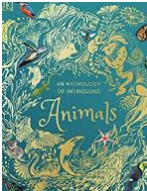
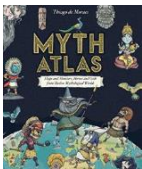
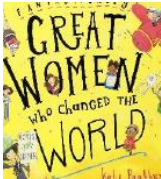
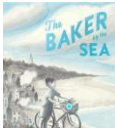
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Handwriting	In Year 3 the pupils consolidate their use of the four basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. Handwriting speed, fluency and legibility are built up through practice. By Year 3/4 joined handwriting should be used at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes. Handwriting taught in Year 2 upwards follows the Letter join scheme <i>abcdefghijklmnopqrstuvwxyz</i> Pupils should be taught to: • 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling
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Year 4								
	Autumn 1		Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2
Progression of Core Texts	Poetry Pie (Babcock)	Mimi and the Mountain Dragon (fiction-adventure)	Anthology of intriguing animals (information text - non-chron)	To start Autumn 2. The Winter's Child (setting	Myth Atlas (Fiction - Character description and using this create their own myth)	Great women who changed the world (non-fiction-biography)	Firebird (fiction)	The baker by the sea (Letter) When I was six AA Milne (poetry)

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				description) + Sequel to a fantasy story)					
									
Links to Wider Curriculum	Science – animals and habitats Geography- locations outside of the UK, physical and human features, mapping			Science- Electricity and sound Geography- Mountains			Science- living things and digestion Geography- Rivers and local area		
Independent purposeful writing outcomes <u>Impact</u>	To write a poem about an animal using poetic devices (GD- focus on structure, pace and rhythm) To write a diary entry from the perspective of Mimi or Mother dragon.		Write an information report- focusing on writing in paragraphs and showing cohesion within them (GD- independent choice and research)	Main : To write a setting description based on spring child. (GD – to use show me don't tell me) Main: To write a story sequel (GD – To write from the perspective of the Gran) Main: Myth Atlas Write a character description of a hero and villain linked to a myth. (GD- To use language appropriate to style) Main – Great women who changed the world Write an information report/ biography about a famous person (GD-consider layout choices to create a pathway)			Main – To Write a quest (GD- use adverbial phrases for effect) Main – To write a letter (GD – Maintain formality throughout)	Main: When I was six. To write a poem in the style of the above linked to their future ambitions.	
Grammar, punctuation and Text features	poetic devices – similes, Rhyming. Emotive language form	Sentences with more than one clause Structuring paragraphs	Single and multi-clausal sentences (compound and complex) Adverbials apostrophes for possession	<u>Setting description</u> - Noun phrases Writing devices – similes, preposition, Pronouns <u>Story sequel</u>	<u>Myth atlas</u> - language for effect Coordination Cohesion Speech	<u>Great women</u> Adverbials of time and place Prepositional phrases	<u>Firebird</u> Identifying themes and conversations Emotive language Paragraphs Edit Redraft	<u>The baker by the sea</u> Word families – Conjunctions	<u>When I was six</u> Onomatopoeia Alliteration Similes Metaphors

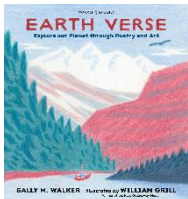
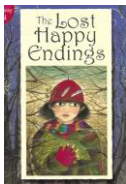
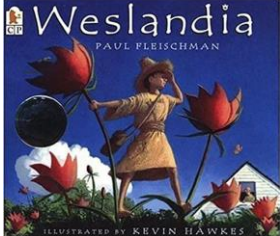
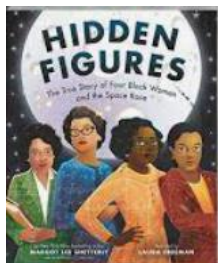
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St Marys C of E Primary School- Writing Progression 2025-2026

	25.Words that are homophones 26.Words spelled with 'c' before 'i' and 'e' 27.Words containing 'sol' and 'real' 28.Words containing 'phon' and 'sign' 29.Words with the prefixes 'super-', 'anti-' and 'auto' 30.Words with the prefix 'bi-' 31.Challenge Words 32.Words containing an apostrophe for possession 33.Revision of spelling patterns learned in Stage 4
Handwriting	By Year 3/4 joined handwriting should be used at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes. Handwriting taught in Year 2 upwards follows the Letter join scheme <i>abcdefghijklmnopqrstuvwxyz</i> Pupils should be taught to: - 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Year 5								
	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Text	Earth verse (poetry)	Earth verse (Non fiction - information text)	The lost happy endings <i>Literacy tree</i>	Beyond the lines (letters/poetry) <i>Literacy shed</i>	Beowulf (fiction-missing chapter) <i>Literacy Tree</i>	Non fiction- persuasive brochure <i>Literacy Tree</i>	Hidden figures (Biography) <i>Literacy Tree</i>	Kasper-Prince of Cats Narrative- newspaper report/alternative ending

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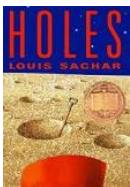
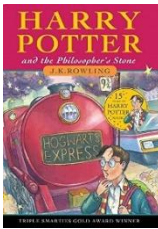
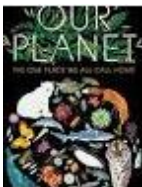
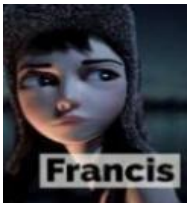
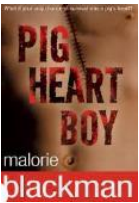
									
Links to Wider Curriculum	Rainforest- geography, science – life cycles Visit to Kenwith Nature reserve History- WWII				PSHE - feelings Art- drawing skills, colour, materials Reading- Beowulf History-Anglo Saxons			Vikings Science/geography- environment, maps and compasses Science-Space Visit- Space dome/@Bristol	
Independent purposeful writing outcomes Impact	To write a haiku poem about the rainforest. (GD - to combine technical and poetic vocabulary.) To write a short information text about a natural event/process- rainforest, deforestation, habitats (GD - Establish and control an authoritative but relatively informal register)		Letter, poetry, passage of direct speech, diary entry, story ending Main Outcome: Prequel- alternative perspective To write a letter that portrays emotion. (GD- Make stylistic decisions about language and imagery used to aid clarity.)		letter of advice, diary entry, dialogue, character and setting description, action scenes, obituary Main Outcome To write a missing chapter in the same style as the original		Retelling, character description, book review Main Outcome To write a persuasive brochure. (GD- Maintain an authoritative voice throughout writing.)	Non-chronological reports, job adverts, formal, informal letters, diary entries, character descriptions, opinion pieces Main outcomes- 1. Persuasive letter 2. write a memoir of one of the women	Character descriptions, reports, letters, advertising leaflet, balanced report Main Outcomes: 1. newspaper report 2. informal letter(alternative ending)
Grammar, punctuation and Text features	Technical vocab Poetic vocabulary Syllables	Relative clauses Expanded Noun phrases Hyphenated adjectives Prepositional phrases Relative	Relative clauses Modal verbs Expanded noun phrases	Prepositions Noun phrases Colons. Semi colons Figurative language- similes and metaphors	Cohesion within and across paragraphs. Using emotive language to create atmosphere. Subordinate Conjunctions	Complex sentences Adverbials Verb choice Persuasive devices Modal verbs Parenthesis Present	Commas for meaning and ambiguity Devices to build cohesion within a paragraph Link ideas across paragraphs Relative pronouns Ambiguity Relative clauses	Identifying the audience for and purpose of the writing, selecting the appropriate form Selecting appropriate grammar and vocabulary, understanding how such choices can	Relative pronouns Parenthesis Modal verbs Expanded noun phrases Commas for clarity Facts and opinions Antonyms and

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St Marys C of E Primary School- Writing Progression 2025-2026

	18.Challenge Words 19.Words spelled with 'ie' after c 20.Words where 'ei' makes an /ee/ sound 21.Words where 'ough' makes an /or/ sound 22.Words containing 'ough' 23.Adverbs of possibility and frequency 24.Challenge Words 25.Words that are homophones or near homophones 26.Words that are homophones 27.Words that are homophones 28.Words that are homophones or near homophones 29.Words that are homophones or near homophones 30.Challenge Words 31.Words with hyphens 32.Challenge Words
Handwriting	Years 5 and 6 are used to consolidate learning for those pupils who have not yet achieved a fluent and legible joined script. The majority of children should have developed an individual style based on the principles of good handwriting taught in previous years. However, handwriting still needs to be practiced in isolation of other lessons. Handwriting taught in Year 2 upwards follows the Letter Join scheme <i>abcdefghijklmnopqrstuvwxyz</i> National Curriculum Requirements: Years 5 & 6 Pupils should be taught to: ● write legibly, fluently and with increasing speed by: ○ 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 <i>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.</i>

St Marys C of E Primary School- Writing Progression 2025-2026

Year 6										
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	
Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	Holes Fiction - diary entry. Non-fiction - balanced argument	The Lost Words Poetry	Shackleton's Journey Non-fiction - Chronological report Fiction - Diary entry	Blackberry Blue Fiction – Character description Setting description	Harry Potter Fiction – Character description	Our Planet Non-fiction – Non-chronological report OR Can we save a tiger?	Francis Fiction – suspense story SATs prep	The Piano Fiction – recount, flashback, letter	Pig Heart Boy Fiction – Diary Non-Fiction – Balanced argument	High Diving Giraffes Non-fiction – Explanation text
										
Links to Wider Curriculum	Hope Black History Month Biology- inheritance and evolution Science- survival, plants and animals Geography- non UK, environment, deserts				Science- plants and animals Geography- physical features (Africa)			Geography- environmental Science- The body (heart dissection visit- Bideford College)		
Independent purposeful writing outcomes	To write a diary about an event from the Holes text (GD- To write a diary entry from an adult at	To write about something from the natural world to accompany a picture (GD- To use	To write a recount about a significant event of Shackleton's journey (GD- Use a wide range of	To write a character and setting description (GD- To use archaic language) To write part	To write a character description (GD- To use effective vocabulary choices) To retell an	To write a non-chronological report (GD- To use a range of parenthesis)	To write a suspense story about Francis (GD- To demonstrate a conscious control of sentence structure in order to create suspense)	To write a flashback recount in the form of a letter (GD- To use high level vocabulary	To write a balanced argument considering whether Cameron should accept the xenotransp	

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St Marys C of E Primary School- Writing Progression 2025-2026

	12.Words ending with /shuhl/ spelled 'cial' 13.Words ending with /shuhl/ spelled 'tial' 14.Words beginning with 'acc' 15.Words with the suffix '-ably' 16.Words with the suffix '-ible' 17.Adding the suffix '-ibly' to create an adverb 18.Words ending in '-ent' and '-ence' 19.Words ending in '-er', '-or' and '-ar' 20.Adverbs synonymous with determination 21.Adjectives to describe settings 22.Adjectives to describe feelings 23.Adjectives to describe characters 24.Grammar Vocabulary 1 25.Grammar Vocabulary 2 26.Mathematical Vocabulary 27. Challenge words
Handwriting	Years 5 and 6 are used to consolidate learning for those pupils who have not yet achieved a fluent and legible joined script. The majority of children should have developed an individual style based on the principles of good handwriting taught in previous years. However, handwriting still needs to be practiced in isolation of other lessons. Handwriting taught in Year 2 upwards follows the letter Join scheme <i>abcdefghijklmnopqrstuvwxyz</i> National Curriculum Requirements: Years 5 & 6 Pupils should be taught to: ● write legibly, fluently and with increasing speed by: ○ 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 <i>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form</i>

St Marys C of E Primary School- Writing Progression 2025-2026

Writing Progression						
FSU	1	2	3	4	5	6
	Planning, writing and editing					
Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be	To say aloud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary to encapsulate what they want to	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme.	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read,	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors.

read by others.	To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To compose and rehearse sentences orally (including dialogue).	and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
Awareness of audience, purpose and structure						

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	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class,	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action.	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To 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).
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				using appropriate intonation and to control the tone and volume so that the meaning is clear.	To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	
Sentence construction, tenses, phrases and clauses						
To use simple sentence structures To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing. To use subordinate clauses, extending the range of sentences with more than one	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. To use subordinate clauses,	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing. To use a wide range of linking words/phrases	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.	

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		To using co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid	between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	
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				repetition, e.g. he, she, they, it.		
	Punctuation					
	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
	Use of terminology					
	To recognise and use the terms letter, capital letter, word, singular, plural,	To recognise and use the terms noun, noun phrase, statement, question,	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate	To recognise and use the terms determiner, pronoun, possessive	To recognise and use the terms modal verb, relative pronoun, relative clause,	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

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	sentence, punctuation, full stop, question mark and exclamation mark.	exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	pronoun and adverbial.	parenthesis, bracket, dash, cohesion and ambiguity.	
Click here to view the primary National Curriculum progression						

Writing Key Objectives (end points)

FSU	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
Year 1	Composition, purpose and audience • Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). • Compose sentences orally and in writing • Sequence sentences to form a short narrative or piece of information writing. • Use basic descriptive language. • Re-read and check writing makes sense. Grammar • Combine words to form grammatically accurate sentences.

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	- Join words and clauses using 'and' Punctuation - Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks). - Use capital letters for names and the personal pronoun 'I'. Transcription - Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others. - Spell many Year 1 common exception words. - Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est'). - Form lower-case letters in the correct direction, starting and finishing in the right place. - Form capital letters and digits 0-9.
Year 2	WTS means working towards (the expected) standard, EXS means working at the expected standard & GDS means working at greater depth Composition, purpose and audience - WTS: Write sentences that are sequenced to form a short narrative (real or fictional) - EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional) - EXS: Write about real events, recording these simply and clearly - GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing - GDS: Make simple additions, revisions and proof-reading corrections to their own writing.[From Y2 PoS: this is an expectation for all pupils.] Grammar - EXS: Use present and past tense mostly correctly and consistently [From Y2 PoS: including use of the progressive form of verbs.]

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- EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- From PoS: Add description and specification through the use of expanded noun phrase.
- From PoS: Write different types of sentences – statements, commands, questions and exclamatory sentences.

Punctuation

- WTS: Demarcate some sentences with capital letters and full stops
- EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- GDS: Use the punctuation taught at key stage 1 mostly correctly

Transcription

- WTS: Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- WTS: Spell some common exception words
- EXS: Spell many common exception words
- GDS: Spell most common exception words
- GDS: Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- WTS: Form lower-case letters in the correct direction, starting and finishing in the right place
- WTS: Form lower-case letters of the correct size relative to one another in some of their writing
- EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- GDS: Use the diagonal and horizontal strokes needed to join some letters
- WTS: Use spacing between words.
- EXS: Use spacing between words that reflects the size of the letters.

Spelling Shed Spelling Programme is used for spelling

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Year 3

Composition, purpose and audience

- Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.
- Write using a rich and varied vocabulary.
- In narrative create simple settings, characters and plot.
- Begin to use direct speech within narratives.
- Use paragraphs as a way of grouping related material.
- Evaluate the effectiveness of writing and suggest improvements.
- Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).

Grammar - choose language to suit purpose and audience)

- Write a range of sentences with more than one clause by using a wider range of conjunctions (*when, before, after, while, so because, although*).
- Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2).
- Use present and past tense correctly, including use of the present perfect instead of the simple past.
- Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.

Punctuation

- Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).
- Use inverted commas to punctuate direct speech.
- Use apostrophes for contraction and singular possession correctly (secure from Year 2).

Transcription

- Spell correctly words previously taught, including...
 - common exception words from KS1;
 - previously taught homophones;

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	- those with known prefixes and suffixes. • Use and spell correctly many words from the Year 3 / Year 4 spelling list. • Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly. • Use joined up writing consistently and independently. Spelling Shed Spelling Programme is used for spelling
Year 4	Composition, purpose and audience • Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. • Write using a rich and varied vocabulary appropriate to purpose and form. • Write narratives with a clear plot, and describe settings and characters. • Make effective choices about using direct speech within narratives. • Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative. • Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition. • Evaluate the effectiveness of writing and suggest improvements. • Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below). Grammar - choose language to suit purpose and audience • Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>). • Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). • Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3). • Use Standard English verb inflections, instead of local dialect forms (<i>we were</i> instead of <i>we was</i>; <i>I did</i> instead of <i>I done</i>). • Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. <i>therefore, soon, finally, before dark, during break, in the cave, because of Fred</i>). Punctuation

St Marys C of E Primary School- Writing Progression 2025-2026

	• Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2). • Use commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech accurately. • Use apostrophes correctly (contraction, singular and plural possession). Transcription • Spell correctly words that previously taught, including... - common exception words from KS1; - previously taught homophones; - those with known prefixes and suffixes. • Use and spell correctly most words from the Year 3 / Year 4 spelling list. • Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words. • Use joined up writing consistently, independently and fluently. Spelling Shed Spelling Programme is used for spelling
Year 5	Composition, purpose and audience • Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining • In narratives, describe settings, characters and begin to develop atmosphere ('show not tell'). • Use dialogue in narratives to convey character or advance the action. • Use a range of devices to build cohesion within and across paragraphs: - secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; - link ideas using adverbials of time, place and number;

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- link ideas using tense choices (e.g. he had seen her before instead of he saw her before).
- Make choices in drafting and revising writing, showing understanding of how these enhance meaning.
- Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).

Grammar - select appropriate grammar and vocabulary to change and enhance meaning

- Use a range of verb forms, particularly the perfect, to mark relationships of time and cause.
- Use modals and adverbs to indicate possibility.
- Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.
- Use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).

Punctuation

- Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).
- Indicate parenthesis using brackets, commas or dashes.
- Use punctuation to ensure meaning is clear, particularly commas for clarity.

Transcription

- Spell correctly words that have been previously taught, including...

- common exception words from KS1;

- Year 3/4 statutory words;

- previously taught homophones.

- Use and spell correctly many words from the year 5 / year 6 spelling list.
- Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.

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	• Maintain legibility in joined handwriting when writing at speed. Spelling Shed Spelling Programme is used for spelling
Year 6	WTS means working towards (the expected) standard, EXS means working at the expected standard & GDS means working at greater depth Composition, purpose and audience • WTS: write for a range of purposes • EXS: 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).[From Y6 PoS: this must include examples of more formal writing.] • GDS: Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure). • WTS: In narratives, describe settings and characters. • EXS: In narratives, describe settings, characters and atmosphere. • WTS: Use paragraphs to organise ideas. • WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points). • EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • EXS: Use verb tenses consistently and correctly throughout their writing. • GDS: Distinguish between the language of speech and writing and choose the appropriate register • GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning. • From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use). Grammar

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- EXS: 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).
- EXS: Use verb tenses consistently and correctly throughout their writing.
- GDS: Distinguish between the language of speech and writing and choose the appropriate register.
- GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

Punctuation

- WTS: use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- EXS: Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- GDS: Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Transcription

- WTS: Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.
- EXS: Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- WTS: Write legibly.
- EXS: Maintain legibility in joined handwriting when writing at speed.

Spelling Shed Spelling Programme is used for spelling