Writing at Madginford Primary

Planning Progress in Writing (Jane Considine)

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|  | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Purpose & Impact | * Write short stories
* Write simple recounts
* Know & use different types of writing: labels, messages, invites
 | * Ideas are used appropriately in a story
* Main features of text type are included
* Ideas are relevant for non-fiction
* Writer’s view can sometimes be recognised
 | * Develop multiple ideas in a story
* Enrich story with descriptive detail
* Develop multiple ideas in non-fiction that are factual & precise
* Express a basic viewpoint or opinion
* Maintain the features of a text type
* Content makes sense throughout the piece
 | * Ideas are developed in detail in both fiction & non-fiction
* A point of view is maintained throughout a piece of work
* All features of a text type are used appropriately & consistently
* Create intrigue in a narrative (e.g. cliff-hanger)
* Include contrasting opinions or ideas in non-fiction
 | * Point of view is clear & controlled with some elaboration
* Draw on all features of a text type when planning, adapting them as required
* Create more complicated narratives (e.g. parallel plot, flashback,)
* Create more controlled non-fiction e.g. choosing language to support purpose
 | * Manipulate the reader through the telling of a narrative e.g. use of humour
* Convey a convincing viewpoint using the point of view of others to support or contrast the writer’s own opinion
* Choose writing features that maintain & challenge the reader’s interest
* Adapt well-known genres to create different effects
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| Structure & Shape | * Include familiar storytelling language
* Order some events using time words or numbers
 | * Enough information & detail is included to make text interesting
* Some order to writing: starting new lines in narrative, numbers in non-fiction
* Group main ideas together
 | * Know what is meant by ‘paragraph’
* Show that ideas are grouped together
* Use headings & sub-headings to group ideas
* Openings signalled through choice of language: ‘Early one morning’, ‘Tutankhamun was the pharaoh of Egypt.’
* Endings signalled through choice of language: ‘eventually’, ‘finally’
 | * Writing is organised & structured to have a clear beginning, middle & end.
* Write follow-on sentences that extend & elaborate on ideas to form a group of connected ideas
* Start a new paragraph to organise ideas around a theme
* Use the appropriate choice of pronoun/noun within & across sentences to aid cohesion
* Openings are signalled to capture interest
* Endings are signalled that are dramatic or link back to the opening
* Endings in non-fiction texts draw conclusions
 | * Structure & organise writing with pace in narrative
* Structure & organise writing with supporting evidence in non-fiction
* Start new paragraphs to show changes in time, place, event or person
* Use devices to build cohesion within paragraphs e.g. time vocabulary
* Link ideas across paragraphs using a range of devices e.g. phrases that reference previous points
 | * Guide a reader through a text in a logical, chronological way.
* Subvert the expected organisation of a text e.g. flashbacks
* Use a range of layout devices including headings, sub-headings, tables, columns & bullet points
* Link ideas across paragraphs using a wider range of devices e.g. ellipsis, repetition of words & phrases, use of cliff-hanger
* Organise paragraphs across the text to ensure writing flows for the reader.
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| Sentence Structure | * Write in simple sentences
* Start sentences with the pronoun ‘I’
* Start sentences with names
* Start sentences in different ways
 | * Use 4 sentence types
* Ask questions to the reader
* Vary sentence length
* Use adjectives & adverbs
* Build & use noun phrases
* Start sentences with time words & phrases
* Start sentences with adverbs (-ly)
 | * Add detail to descriptions e.g. precise words, descriptive noun phrases
* Use prepositions that position in place/environment
* Use single-word imperative sentences to grab attention e.g. ‘Stop!’
 | * Ask rhetorical questions to extend reader engagement
* Use expanded noun phrases e.g. the strict geography teacher with the slick, black hair.
 | * Vary sentences for clarity, purpose & effect
* Create different emphasis in sentences through word order & noun phrases
* Mix short & long sentences to change, accelerate or show pace for the reader
 | * Write formally or informally depending on purpose for writing
* Vary the type of sentences used within a piece of work; use simple, complex & compound constructions
* Use passive voice to affect the presentation of information within a sentence
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| Tense | * Can sometimes use & maintain the correct tense
 | * Use correct verb form: present; she is playing, past; he was shouting / he shouted
* Use correct tense to show actions in progress (progressive form); they were shouting
* Use correct tense across a piece of writing
 | * Use present perfect verb form instead of the simple past e,g,

‘He has gone out to play’ rather than ‘He went out to play’ | * Use standard English verb inflections (we were, I was) rather spoken versions
 | * Deploy tense choices that support cohesion e.g. he had seen her before
* Use modal verbs to show something is certain, probable or possible
 | * Use the subjunctive form of the verb to emphasise formality, urgency or importance
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| Conjunctions & complex sentences | * Uses ‘and’ to join words in a sentence
* Uses ‘and’ to join clauses
 | * Use co-ordination: and, or, but
* Use subordination: when, if, that, because
 | * Use a wider range of subordination e.g. while, so, although
 | * Use a wider range of subordination e.g. while, so, although
* Use conjunctions that set up a contrast or a relationship: despite, nevertheless, consequently
 | * Use relative clauses within complex sentences beginning with who, which, where, when, whose, that
* Use verbs ending in -ed or -ing to build complex sentences.
 | * Use sentence construction strategies to build subordinating clauses with verb, adverb, relative clauses or subordinating conjunctions to start
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| Writer’s Techniques | * Uses simple onomatopoeia to grab attention
* Uses alliteration to make reading interesting
 | * Use rhyme for effect: ‘he was snoring & roaring’
* Use repetition that appears in stories e.g. ‘run, run as fast as you can’
 | * Use the word ‘like’ to build a simile
* Use repetition of a key word for impact e.g. He ran and ran. He ran until his bones ached
 | * Use the word ‘as’ to build a simile
* Use metaphor to create vivid images
 | * Use pathetic fallacy to mirror & extend character’s emotions
* Use puns to enhance the double meaning of language
 | * Use personification to give human attributes to inanimate objects
* Use symbolism as a recurring idea to reference a theme
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| Vocabulary | * Use simple words that reflect speech
* Use simple description (shape, colour, size, emotion)
 | * Choose words that are appropriate to the type of writing
* Include adjectives, adverbs & purposeful verbs in sentences
* Collect & use ambitious vocabulary
 | * Choose words because of the effect they will have on the reader
* Collect & use ambitious vocabulary from stories & other sources
* Use adverbs of time e.g. next, later that day
* Use adverbs that build a ‘cause’ e.g. as a result
 | * Make language choices that are varied & interesting
* Use fronted adverbials that show ‘where’
* Use adverbs & adjectives as fronted adverbials
 | * Select appropriate & effective vocabulary
* Vocabulary choices are for effect or emphasis
* Indicate a degree of possibility using adverbs e.g. perhaps, surely
* Use adverbs of time or place to link ideas.
 | * Use varied & precise vocabulary to create particular stylistic effects
* Use more complicated adverbial phrases to link ideas
* Use adverbs & adverbial phrases to qualify, intensify or emphasise
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| Punctuation | * Can use capital letters, full stops, question marks, exclamation marks
* Uses capital letters for pronoun ‘I; & for names
 | * Always use full stops
* Use commas to separate items in a list
* Use capital letters more that 75% of the time
* Use apostrophes to show missing letters in contractions
* Use exclamation marks & question marks
* Use the apostrophe to show singular progression
 | * Accurate use of basic sentence punctuation
* Consolidate accurate use of exclamation mark (only one ! needed)
* Consolidate accurate use of question mark
* Consolidate use of commas in lists
* Consolidate use of apostrophe in contractions & to show possession
 | * Correct use of inverted commas to indicate direct speech
* Correct use of punctuation in speech sentences
* Use a comma after fronted adverbials
* Use an apostrophe to mark plural possession.
 | * Write with technical accuracy of punctuation
* Use brackets, dashes or commas to indicate parenthesis
* Use commas to clarify meaning or avoid ambiguity
 | * Use semi-colon, colon & dash to mark the boundary between independent clauses
* Use a colon to introduce a list & use semi-colons within the list
* Use bullet points to list information
* Use hyphens to avoid ambiguity e.g. re-cover or recover
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| Spelling & Word Structure | * ‘Have a go’ to spell unknown words phonetically
* Use suffixes -ing, -ed, -est (no change to root word)
* Use the spelling rule for plurals adding -s or -es
* Use prefix un-
 | * Use phonetically plausible strategies to spell to spell unknown polysyllabic words
* Use suffixes such as -ness or -ment to make nouns
* Use adjectives ending in -ful, -less, -er or -est
* Turn adjectives into adverbs by applying -ly
 | * Apply spelling rules in own writing
* Use a range of prefixes to further develop nouns: super-, anti-, auto-
* Use ‘a’ or ‘an’ correctly
* Use knowledge of root words to build more complex words e.g. solve, dissolve, solution
 | * Use knowledge of phonics & how words work to spell new & unfamiliar words
* Distinguish between common homophones
* Show the grammatical difference between plural & possession (-s, use of apostrophe)
 | * Convert nouns or adjectives into verbs using suffixes
* Apply prefixes to change the intent of verbs
 | * Choose words according to formality
* Discover synonyms & antonyms for words, choosing the degree of meaning required for the sentence
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| Handwriting & Presentation | * Form letters correctly – start & finish in the right place
* Form capital letters
* Form digits 0-9
 | * Form capital letters & digits accurately
* Form lower case
 | * Diagonal & horizontal strokes to join letters are in place
* Know which letters are best to join & which ones should not be joined
* Show increased legibility & quality of handwriting
 | * Show consistency in style ensuring that the downstrokes of letters are parallel & equidistant
* Avoid ascenders & descenders contacting each other between lines
 | * Make quick choices whether or not to join specific letters
* Use a style that encourages speed, legibility & fluency
 | * Write speedily in a joined, legible style
* Choose the right handwriting style for the purpose
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