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 |
| 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. |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |