



## HAMBLE PRIMARY SCHOOL ENGLISH WRITING PROGRESSION

<b>EYFS</b>	<p><b>Literacy Early Learning Goal:</b> Write simple sentences which can be read by themselves and others.</p> <p><i>Children will write as a part of their continuous and enhanced provision within the setting. Teachers will promote thinking about the purpose, audience and form of what the children choose to write.</i></p>	<p><b>40-60 months: Skills to be mastered in order to achieve the Early Learning Goal</b></p> <p>Gives meaning to marks they make as they draw, write and paint.          Begins to break the flow of speech into words.          Continues a rhyming string.          Hears and says the initial sound in words.          Can segment the sounds in simple words and blend them together.          Links sounds to letters, naming and sounding the letters of the alphabet.          Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.          Writes own name and other things, such as labels and captions.          Attempts to write short sentences in meaningful contexts.</p>
-------------	---	--

*Each text type relates to the form of the writing. Purpose, viewpoint and audience of each piece must also be decided and will influence the choices made for sentence and text level teaching and learning. Teachers will ensure that children write across a range of forms with different purposes and audiences and from different viewpoints within each school year.*

<b>Year Group</b>	<b>Possible Text Types</b>	<b>Features which should be applicable to all text types</b>	<b>Specific Sentence Level/Grammar applicable – this will also depend on the purpose and audience of the text.</b>	<b>Specific Text Level applicable</b>
<b>1</b>	Setting description Character description Simple story/recount Recount of a real event Simple instructions	Spacing words appropriately. Use oral rehearsal. Re-read what is written to check it makes sense.	Use an exclamation mark. Use prepositions. Begin to use adjectives to form an expanded noun phrase. Simple sentences have subject-verb agreement.	Sequence sentences in short narratives. Order events using time words/numbers.

		Join words and clauses using 'and'.		
	Invitation Letter	Punctuate with capital letter and full stops. Use personal pronoun 'I'.	Use a question mark. Use capital letters for names. Use capital letters for days of the week.	Write using an appropriate layout - to and from - address
	Fact file/poster		Use a question mark. Include appropriate vocabulary relating to the content.	Write using an appropriate layout.
<b>Year Group</b>	<b>Possible Text Types</b>	<b>Features which should be applicable to all text types</b>	<b>Specific Sentence Level/Grammar applicable – this will also depend on the purpose and audience of the text.</b>	<b>Specific Text Level applicable</b>
<b>2</b>	Setting description Character description Simple story/recount Recount of a real event	Use capital letters, full stops, question marks and exclamation to demarcate sentences. Sequence ideas appropriately. Use the apostrophes for contraction and possession. Use adventurous vocabulary appropriate to task.	Use expanded noun phrases. Write an exclamatory sentence starting with 'what' or 'how'. Use pronouns for cohesion. Use -ly suffix for adverbs of manner.	Include an opening and an ending.
	Diary entry/recount		Use past tense. Use a range of prepositions.	Use adverbials to help sequence ideas.
	Invitation Letter Simple instructions		Write commands using the imperative form. Use -ly for adverbs of manner. Use commas in a list.	Select relevant content to show an awareness of purpose. Begin to have an understanding of how formality affects language

		Use coordinating and subordinating conjunctions.		choices (with reference to the audience).
	Fact file/poster Leaflet Non-chronological report/information page	Proof-read to check for errors. Use present and past tenses correctly.	Write questions. Write statements. Use commas in a list.	Select relevant content to show an awareness of purpose. When planning, write down ideas including new vocabulary.
<b>Year Group</b>	<b>Possible Text Types</b>	<b>Features which should be applicable to all text types</b>	<b>Specific Sentence Level/Grammar applicable – this will also depend on the purpose and audience of the text.</b>	<b>Specific Text Level applicable</b>
<b>3/4</b>	Setting description Character description A section of a story Poem	Use a mixture of simple and compound sentences. Know when to use 'a' and 'an'. Use irregular past tense forms accurately. Ensure writing is clear in purpose. Use specific vocabulary choices to replace the generic. Use possessive apostrophe with plural nouns.	Use inverted commas and other punctuation to punctuate direct speech correctly. Select nouns and pronouns to provide clarity for the reader. Use adverbs and prepositions to express time, place and cause. Use figurative language such as similes. Use noun phrases expanded by modifying adjectives and prepositional phrases.	Paragraphs are organised logically and ideas are built upon and developed.

	Instructions Letter	Write complex sentences using subordinating conjunctions, using fronted adverbials and a comma.  Use standard English when appropriate (depending on the required formality)	Use a variety of sentence types (statements, commands, questions, exclamations).	Openings and closings are clearly signalled and well developed.
	Recount from different viewpoints: - Diary entry - Police report - Spoken news report/TV report		Use adverbs and prepositions to express time, place and cause. Use different forms of the past tense (simple and progressive) and the present perfect form.	Understand the difference between fact and opinion. Viewpoint is consistently maintained, understanding how formality affects language choices (with reference to the audience).
	Advert A persuasive letter/speech giving own opinion A review (of a book, event etc)		Use modal verbs to indicate degree of possibility. Use language that refers to and appeals to the audience.	Openings and closings are clearly signalled and well developed. Organise paragraphs around a theme. Understand the difference between fact and opinion.
	Non-chronological report/information page Leaflet		Factual statements. Technical/specific vocabulary.	Use simple organisational devices, e.g. headings and subheadings. Organise paragraphs around a theme. Understand the difference between fact and opinion.

Year Group	Possible Text Types	Features which should be applicable to all text types	Specific Sentence Level/Grammar applicable – this will also depend on the purpose and audience of the text.	Specific Text Level applicable
5/6	Setting description Character description A section of a story Poem	Use commas to avoid ambiguity. Use relative clauses. Use correct subject-verb agreement. Tense is consistent throughout. Use dashes or commas for parentheses. Use a wide range of clause structures, varying their position in a sentence.	Use fronted prepositional phrases for greater effect. Use figurative language such as similes, metaphors, alliteration and personification. Use colons, semi-colons or dashes to mark boundaries between independent clauses. Use question tags in informal speech.	Cohesive devices such as synonym, repetition, ellipsis are used to link ideas across paragraphs. Balance content with a mixture of description, action and dialogue. Integrate dialogue to convey character and advance the action.
	Recount from different viewpoints: <ul style="list-style-type: none"> <li>- Diary entry</li> <li>- Police report</li> <li>- Newspaper article</li> </ul>	Use hyphens to avoid ambiguity.	Use semi-colons or dashes to mark boundaries between independent clauses.	

	- Blog	Language is chosen deliberately for meaning and effect.	Use of the passive voice in formal writing. Use perfect form of verbs to mark time and cause.	
	Letter (for a range of purposes)		<i>Sentence levels aspects will depend on purpose, audience and viewpoint of the letter.</i>	Introduction and concluding statements provide structure and cohesion.
	Advert A persuasive letter/speech giving own opinion		Use modal verbs and adverbs to indicate a degree of possibility. Posing rhetorical questions. Use the subjunctive form.	Introduction and concluding statements provide structure and cohesion.
	Magazine article Non-chronological report/information page A balanced argument		Use a colon to introduce a list and semi-colons within a list. Use brackets for parentheses. Punctuate bullet points correctly.	Includes a balance of factual content and comment. Use headings, bullet points, italics, underlining, columns and tables as organisational and presentational devices.