



Writing Progression Model – Hormead First School

Reception	Year 1	Year 2	Year 3	Year 4
<p>Expectations:</p> <ol style="list-style-type: none"> Writes three sentences that can be read by themselves and others and may have a capital letter or full stop Most letters correctly formed with some the wrong way round or off the line Key high frequency words spelt correctly 	<p>Expectations:</p> <p>All of R objectives and:</p> <ol style="list-style-type: none"> Five sentences which have a capital letter and full stop, forming one short paragraph. Letters formed correctly Separation of words with spaces Y1 Common exception words spelt correctly ed and ing suffixes correctly spelt At least one adjective Two or more conjunctions (and, but, so because) 	<p>Expectations:</p> <p>All of Y1 objectives and:</p> <ol style="list-style-type: none"> At least two paragraphs in length At least two adjectives Capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas in a list or to separate adjectives Extend sentences using coordination (or, and, but) and subordination (when, if, that, because) Correct choice of present and past tense throughout Y1 & 2 common exception words spelt correctly Spell longer words with suffixes: -ment, -ness, -fu,, -less, -ly Handwriting beginning to join Apostrophes for contractions Segment words into sounds and represent these with accurate spelling patterns 	<p>Expectations:</p> <p>All of Y2 objectives and:</p> <ol style="list-style-type: none"> Nearly a full page of A4 More apt/sophisticated choice of adjectives / verbs / nouns Clear introduction Varied sentence openers Expressing time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, soon, next, therefore) or prepositions (before, after, during, in, because of) Begin to use paragraphs and or subheadings as a way to group related material Spelling is correct and in line with vocabulary / sentence structure used (use of words from year 3/4 list) Most joins correctly formed in handwriting. Capital letters for proper nouns Correct tense and person is maintained for all simple sentences Apostrophe used for contraction and possession Introduction to inverted commas to punctuate direct speech 	<p>Expectations:</p> <p>All of Y3 objectives and:</p> <ol style="list-style-type: none"> At least a full page of A4 Settings, introductions, character descriptions, conclusions are clear Fronted adverbials (including a comma) for time, manner and place Inverted commas for direct speech with punctuation inside inverted commas More sophisticated conjunction used (after, before, whilst, although, whenever, wherever, until, since) Spelling is correct and in line with vocabulary / sentence structure used (use of words from year 3/4 list) Fully joined handwriting Nouns/pronouns not repeated unless for effect Formal and informal language is mostly used appropriately Checks writing for sense



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<p>Narrative</p> <ul style="list-style-type: none"> Attempts to write showing an understanding of features in books e.g. The wicked witch was bad. Retells aspects of well know stories e.g Once upon a time / I'll huff and I'll puff 	<p>Narrative</p> <ul style="list-style-type: none"> Write own version of a familiar story Write complete story with a beginning, middle and end. Decide where story is set and include ideas for good and bad characters. 	<p>Narrative</p> <ul style="list-style-type: none"> Plan and write own stories with a logical sequence of events. Include description of characters settings and some dialogue. Use phases drawn from stories to add interest. 	<p>Narrative</p> <ul style="list-style-type: none"> Write stories that have a problem and resolution, organised into paragraphs using adverbs of time. Use written dialogue to move the plot on. Consolidate vocabulary and grasp sentence structure. 	<p>Narrative</p> <ul style="list-style-type: none"> Write in role as character Plan and write a story where the central character faces a problem that needs to be resolved. Use different ways to connect paragraphs Use figurative language to evoke time, place, mood. Character description designed to provoke sympathy or dislike in the reader
<p>Recount</p> <ul style="list-style-type: none"> Write sentences to match pictures illustrating an event 	<p>Recount</p> <ul style="list-style-type: none"> Write simple first-person recount linked to interests or personal experiences. At least three chronological events in order maintaining past tense and consistent use of first person Use time words e.g. <i>first, next, after, when</i> 	<p>Recount</p> <ul style="list-style-type: none"> Create simple timelines to record the order of events Write narratives about personal experiences and those of others, in role (real or fiction) Build bank of chronology words e.g <i>next, when, after, before, finally, at the end of the day</i> 	<p>Recount</p> <ul style="list-style-type: none"> Write impersonal newspaper-style reports e.g about school events or an incident from a story, including relevant, addition detail to add interest Continue to build banks of chronology words e.g <i>at 3pm, after two hours</i> 	<p>Recount</p> <ul style="list-style-type: none"> Explore how direct speech is used in recount to engage reader Explore and manage the shift between past and present tense in recounts Introductory text uses Who? Where? What? When? To orientate the reader and hook readers interest
<p>Poetry</p> <ul style="list-style-type: none"> Enjoy making up funny sentences and playing with words Choose words to describe Write rhyming pairs of words 	<p>Poetry</p> <ul style="list-style-type: none"> Invent impossible ideas e.g. magical wishes Observe details of first-hand experiences using sense and describe List words and phrases 	<p>Poetry</p> <ul style="list-style-type: none"> Experiment with alliteration to create humorous and surprising combinations Make adventurous word choices to describe experiences Create a pattern or shape on a page; use simple repeating phrases or lines as models 	<p>Poetry</p> <ul style="list-style-type: none"> Invent new similes and experiment with word play Use powerful nouns, adjectives, verb and alliteration Create own free verse poetry Write own examples of kennings, tankas, haikus 	<p>Poetry</p> <ul style="list-style-type: none"> Use language playfully to exaggerate or pretend Use similes to build images and identify clichés in own writing Create own free verse poetry Write own examples of riddles based on models provided.



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<p>Persuasion</p> <ul style="list-style-type: none"> Use simple imperative verbs to persuade e.g. please don't touch, don't break my model, keep away 	<p>Persuasion</p> <ul style="list-style-type: none"> Write simple examples of persuasion e.g in the form of a letter to a character in a book 	<p>Persuasion</p> <ul style="list-style-type: none"> Write persuasive texts linked to topics, experiences and motivations e.g. letter to Santa, presentation to school council, persuasive letter to character in story 	<p>Persuasion</p> <ul style="list-style-type: none"> Present a persuasive point of view in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader. 	<p>Persuasion</p> <ul style="list-style-type: none"> Organise points in order to plan the presentation of a point of view e.g. hunting rules/school rules, using more formal language appropriately linking point persuasively Use graphs, images, visual aids to make the view more convincing
<p>Instructions</p> <ul style="list-style-type: none"> Write simple sentences following a practical activity e.g how to look after a mini beast Use imperative verbs in talk and writing e.g <i>put, get</i> 	<p>Instructions</p> <ul style="list-style-type: none"> Contribute to class composition of instructions with teacher scribing Write consecutive instructions independently 	<p>Instructions</p> <ul style="list-style-type: none"> Write extended instructions independently e.g. getting to school, playing a game 	<p>Instructions</p> <ul style="list-style-type: none"> Research a particular area (e.g. playground games) and work in groups to prepare set of oral instructions Independently write clear written instructions using simple devices to aid the reader Headings and subheadings to aid reader 	<p>Instructions</p> <ul style="list-style-type: none"> Use of paragraphs to organise ideas e.g. introduction, equipment needed, procedure, additional advice, conclusions.