Grazeley Primary School Writing Process Knowledge and Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contexts/ Audience for writing			• Writing narratives about personal experiences and those of others (real and fictional) and poetry.	• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
						• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning writing	• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with	• Saying out loud what they are going to write about.	• Planning or saying out loud what they are going to write about.	• Discussing and recording ideas.	• Discussing and recording ideas.	• Noting and developing initial ideas, drawing on reading and research where necessary.	• Noting and developing initial ideas, drawing on reading and research where necessary.
		• Composing a sentence orally before writing it.		• Composing and rehearsing sentences orally (including dialogue).	• Composing and rehearsing sentences orally (including dialogue).		
				• Progressively building a varied and rich vocabulary and an increasing	• Progressively building a varied and rich vocabulary and an increasing range		

				range of sentence structures.	of sentence structures.		
Drafting writing	• Write simple phrases and sentences that can be read by others.	• Sequencing sentences to form short narratives.	• Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence	• Organising paragraphs around a theme in narratives, creating settings, characters and plot.	• Organising paragraphs around a theme.	• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	• Précising longer passages using a wide range of devices to build cohesion within and across paragraphs
		• Re-reading what they have written to check that it makes sense		• In non-narrative, using simple organisational devices (headings & subheadings)	• In narratives, creating settings, characters and plot.	• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages.	• Using further organisational and presentational devices to structure text and to guide the reader
					• In non-narrative, using simple organisational devices	• Using a wide range of devices to build cohesion within and across paragraphs.	
						• Using further organisational and presentational devices to structure text and to guide the reader.	
Editing writing		• Discuss what they have written with the teacher or other pupils	• Evaluating their writing with the teacher and other pupils.	• Assessing the effectiveness of their own and others' writing and suggesting improvements.	• Assessing the effectiveness of their own and others' writing and suggesting improvements.	• Assessing the effectiveness of their own and others' writing	• Assessing the effectiveness of their own and others' writing.

			• Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
			• Make simple revisions, additions and corrections	• Proofread for spelling and punctuation errors	• Proofread for spelling and punctuation errors	• Ensuring the consistent and correct use of tense throughout a piece of writing.	• Ensuring the consistent and correct use of tense throughout a piece of writing
						• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
						• Proofread for spelling and punctuation errors	• Proofread for spelling and punctuation errors.
Sharing Writing		• Read their writing aloud clearly enough to be heard by their peers and the teacher.	• Read aloud what they have written with appropriate intonation to make the meaning clear.	• Read their own writing aloud, to a group or the whole class, using appropriate	• Read their own writing aloud, to a group or the whole class, using appropriate intonation and	• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	• Perform their own compositions, using appropriate intonation, volume, and

| | | | | intonation and controlling the tone and volume so that the meaning is clear. | controlling the tone and volume so that the meaning is clear. | | movement so that meaning is clear. |