



PROGRESSION MAP

WRITING

RANGE OF OPPORTUNITIES

- At Lowe's Wong Junior we aim to ensure every child becomes a confident and accomplished writer
- To enjoy exciting, relevant and creative writing, following book led writing units based on quality texts to inspire excellence
- To experience a rich and meaningful curriculum, with learning linked thematically to our wider curriculum topics
- To write for 'real' purposes and audiences across a range of genres, adapting language and style, including fiction, non-fiction and poetry in every term
- To use PALL to analyse the Purpose, Audience, Layout and Language of a range of texts, allowing children to create success criteria for their own writing
- To acquire and use a wide vocabulary and gain a secure understanding of grammar through contextualised learning
- To develop a high standard of transcription skills (spelling, handwriting and presentation) through discrete lessons and a variety of writing tasks whilst exploring the core text
- Children in Year 3 to continue to receive phonics as required which is progressed from KS1
- To complete a 'writing journey' for each main writing outcome - identifying the PALL, planning, drafting, writing, editing and improving, rewriting and publishing - valuing all stages of the writing process
- To use writing skills to communicate and explore learning across the wider curriculum
- To publish their writing in a variety of ways and share writing with real audiences
- To become confident writers, editors and communicators with the skills they need for their future

	Year 3	Year 4	Year 5	Year 6
Quality Texts	Gorilla, The Tunnel; Stone Age Boy The Street Beneath our Feet; Celts, Romans (Usborne); Charlie and the Chocolate Factory; The Trouble with Boys; The Lost Happy Endings; Baba Yaga; The Boy who Biked the World; Dear Earth; The Tin Forest; Harley Hitch; The Iron Man	George's Marvellous Medicine; There's a pharaoh in our bath; Why the Whales Came; Odd and the Frost Giants; Amy Gets Eaten; Dominic's Discovery	Charlotte's Web; Harry Potter and the Philosopher's Stone; Clockwork; The Explorer	Kensuke's Kingdom; Goodnight Mr Tom; Boy in the Tower

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	Year 3	Year 4	Year 5	Year 6
<b>Text Structure - Fiction</b>	<b>Secure use of planning tools:</b> Story map /story mountain / story grids / 'Boxing-up' grid	<b>Secure use of planning tools:</b> Story map /story mountain /story grids /'Boxing-up' grids	<b>Secure independent use of planning tools:</b> Story mountain /grids/flow diagrams	<b>Secure independent planning across story types using 5 part story structure.</b> Include suspense, cliff hangers, flashbacks/forwards, time slips
	<b>Plan opening around</b> character(s), setting, time of day and type of weather	<b>Plan opening using:</b> Description /action	<b>Plan opening using:</b> Description /action/dialogue	Start story at any point of the 5 part structure
	<b>Paragraphs (C5)</b> to organise ideas into each story part	<b>Paragraphs: (C6)</b> to organise each part of story to indicate a change in place or jump in time  Build in suspense writing to introduce the dilemma	<b>Paragraphs: (C1, C5)</b> Vary connectives within paragraphs to build cohesion into a paragraph  Use change of place, time and action to link ideas across paragraphs.	<b>Paragraphs (T11, T12, T13)</b> Secure use of linking ideas within and across paragraphs
	<b>(C1, C2)</b> <b>Extended vocabulary to introduce 5 story parts:</b> <b>Introduction</b> –should include detailed description of setting or characters <b>Build-up</b> –build in some suspense towards the problem or dilemma <b>Problem / Dilemma</b> –include detail of actions / dialogue <b>Resolution</b> - should link with the problem	<b>(C1, C2, C3)</b> <b>Developed 5 parts to story:</b> <b>Introduction</b> <b>Build-up</b> <b>Problem / Dilemma Resolution</b>  <b>Ending</b> Clear distinction between resolution and ending. Ending	<b>(C1)</b> <b>Use 5 part story structure</b> Writing could start at any of the 5 points. This may include flashbacks <b>Introduction</b> –should include action / description -character or setting / dialogue <b>Build-up</b> –develop suspense techniques <b>Problem / Dilemma</b> –may be more	Maintain plot consistently working from plan Secure development of characterisation

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	<p><b>Ending</b> – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>should include reflection on events or the characters.</p>	<p>than one problem to be resolved  <b>Resolution</b> –clear links with dilemma  <b>Ending</b> –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p>	
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Text Structure – Non-fiction</b>	<p><b>Non-Fiction</b>  <b>Secure use of planning tools:</b>  <b>(C1, C2)</b>                      e.g. Text map, washing line, 'Boxing –up' grid, story grids</p>	<p><b>Non-Fiction</b>  <b>Secure use of planning tools:</b>  <b>(C1, C2, C3)</b>                      Text map/ washing line/ 'Boxing –up' grid</p>	<p><b>Non-Fiction</b>  <b>(C1)</b>  <b>Independent planning</b> across all genres and application   <b>Structure:</b>                      Introduction / Middle / Ending</p>	<p><b>Non-fiction:</b>  <b>Secure</b> planning across non-fiction genres and application                       Choose or create publishing format to enhance text type and engage the reader                       Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>
	<p><b>Paragraphs (C5)</b>                      to organise ideas around a theme</p>	<p><b>Paragraphs (C6)</b>                      Logical organisation                      Group related paragraphs                      Develop use of a topic sentence                      Link information within paragraphs with a range of connectives.</p>	<p><b>Secure use of paragraphs: (C5)</b>                      Use a variety of ways to open texts and draw reader in and make the purpose clear                       Link ideas within and across paragraphs using a full range of connectives and signposts</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices:</b>                      semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase),                      grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence),                      and <b>elision</b></p>

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<p><b>Introduction</b> Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i></p>	<p><b>Introduction</b> As Year 3</p>	<p><b>Introduction</b> Use rhetorical questions to draw reader in Express own opinions clearly</p>	<p><b>Introduction</b> Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p>
<p><b>Middle Section(s)</b> Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Lists of steps to be taken Bullet points for facts Flow diagram</p>	<p><b>Middle section(s)</b> <b>Topic sentences to introduce non-fiction paragraphs</b> e.g. <i>Dragons are found across the world.</i></p>	<p><b>Middle section(s)</b> Secure use of range of layouts suitable to text.  Consistently maintain viewpoint</p>	<p><b>Middle section(s)</b> Use a variety of text layouts appropriate to purpose  Express balanced coverage of a topic</p>
<p><b>Develop Ending</b> Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p>	<p><b>Ending</b> Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>	<p><b>Ending</b> Summary clear at the end to appeal directly to the reader</p>	<p><b>Ending</b> Use different techniques to conclude texts</p>
<p><b>Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i></b></p>	<p><i>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition and across sentences to aid cohesion (G2)</i></p>		<p>Use appropriate formal and informal styles of writing</p>
<p><b>Use of present perfect instead of simple past. <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i></b></p>			

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	Year 3	Year 4	Year 5	Year 6
Sentence Construction	<p><b>Compound sentences (Coordination) (G6)</b> using connectives: <i>and/ or / but / so / for / nor / yet</i> (coordinating conjunctions)</p>	<p><b>Secure use of compound sentences (Coordination) (G1)</b> using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (<i>coordinating conjunctions</i>)</p>	<p><b>Secure use of compound sentences (G4)</b></p>	<p><b>Secure use of compound sentences (G4)</b> for impact</p>
	<p><b>Develop complex sentences (G7) (Subordination)</b> using a subordinate clause</p>	<p><b>Develop complex sentences: (G7) (Subordination)</b> with range of subordinating conjunctions for impact.</p>	<p><b>Secure use of complex sentences: (G5) (Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions</p>	<p><b>Secure use of complex sentences (G4)</b> for impact</p>
	<p><b>Vary long and short sentences:</b> <b>Long sentences</b> to add description or information.  <b>Short sentences</b> for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i></p>	<p><b>Long and short sentences:</b> <b>Long sentences</b> to enhance description or information  <b>Short sentences</b> for impact <i>e.g. It was midnight. It's great fun.</i></p>	<p><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect  <b>Moving sentence chunks</b> (how, when, where) around for different effects e.g. <i>The siren echoed loudly ....through the lonely streets ....at midnight</i></p>	<p>Select from a <b>variety of sentence structures for impact</b> and effect on the reader (long, short, simple and complex) <b>(G3)</b>  <b>Active and passive verbs</b> to create effect and to affect presentation of information <b>(G2)</b> e.g. <b>Active:</b> <i>Tom accidentally dropped the glass.</i> <b>Passive:</b> <i>The glass was accidentally dropped by Tom.</i> <b>Active:</b> <i>The class heated the water.</i> <b>Passive:</b> <i>The water was heated.</i></p>

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<p><b>Embellished simple sentences:</b></p> <p><b>Adverb starters to add detail (G8)</b> e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can....</p> <p><b>Time Adverbial phrases</b> used as a sentence starter <b>(G4)</b> <b>A few days ago, we discovered a hidden box.</b></p> <p><b>Prepositional phrases to place the action: (G5)</b> <i>on the mat; behind the tree, in the air</i></p>	<p><b>Secure use of simple / embellished simple sentences:</b></p> <p><b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter <b>(fronted adverbials)</b> using ISPACED mnemonic <b>(G6)</b></p> <p><b>-‘ing’ clauses as starters</b> e.g. <i>Sighing, the boy finished his homework.</i></p> <p><b>-‘ed’ clauses as starters</b> e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i></p> <p><b>Prepositional phrases to show time and place: (G4)</b> <i>Beyond the school fence; before he noticed;</i></p>	<p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Elaboration of starters using adverbial phrases (G3)</b> e.g. <b>Expanded -‘ing’ clauses as starters</b> e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i></p> <p><b>Expanded –ed clauses as starters</b> e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i></p> <p><b>Subordinating conjunctions.</b> <b>Adverbs of manner -ly</b></p>	<p><b>Secure use of simple / embellished simple sentences</b></p> <p>Use DADWAVERS to select from a <b>range of sentence starters</b> to create a specific impact and to create cohesion within or between a paragraph. <b>(C2)</b></p>
	<p><b>Drop in clauses using: who/whom/which/whose/ that</b> e.g. <i>The girl, <b>whom</b> I remember, had long black hair.</i> <i>The boy, <b>whose</b> name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, <b>which</b> was finished in 1864, is a popular tourist attraction.</i></p>	<p><b>Drop in –‘ed’ clause</b> e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p><b>Drop in –‘ing’ clause</b> e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i></p>	<p>Use <b>relative clauses beginning with who, which, that, where, when, whose</b> or an omitted relative pronoun.</p>

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<p><b>Sentence of 3 for description (G3)</b>                  e.g.  <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i>  <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p>	<p><b>Sentence of 3 for action</b>                  e.g.  <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i>  <i>The Romans enjoyed food, loved marching but hated the weather.</i></p>	<p>Use <b>descriptive language</b> – similes , metaphors and personification for impact <b>(C2)</b></p>	<p>Create atmosphere and engage the reader through description <b>(C3)</b></p>
<p><b><u>Dialogue</u></b> –powerful speech verb                  e.g. <i>“Hello,” she whispered.</i></p>	<p><b><u>Dialogue</u></b> - verb + adverb - <i>“Hello,” she whispered, shyly.</i></p>	<p><b>Stage directions in</b> speech to convey character and sustain pace <b>(C6)</b>                  (speech + verb + action) e.g.  <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p>	<p>Use a range of <b>dialogue</b> to convey character and advance action. <b>(C4)</b></p>
	<p><b>Standard English</b> for verb inflections instead of local spoken forms in formal writing</p>		<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He’s your friend, isn’t he?</i>, or the use of the <b>subjunctive</b> in some very formal writing and speech) as in <i>If I were you.</i></p>

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	Year 3	Year 4	Year 5	Year 6
Word/ Language	<b>Prepositions (G5)</b> <i>Next to by the side of</i> <i>In front of during through</i> <i>throughout because of</i>	<b>Prepositions</b> <i>at underneath</i> <i>since towards</i> <i>beneath beyond</i>	<i>Use formal and informal vocabulary for the purpose and audience of the writing (G7)</i>	The difference between vocabulary typical of <b>informal</b> speech and vocabulary appropriate for <b>formal</b> speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i> ) <b>(C1)</b>
	<b>Use of determiners a or an according to whether next word begins with a vowel (G1)</b> e.g. <i>a rock, an open box</i>	<b>Generalisers</b> – most, usually, often, minority, majority	Indicating degrees of possibility using <b>modal verbs</b> (e.g. <i>might, should, will, must</i> ) <b>(G2)</b>	Use <b>modal verbs</b> effectively <b>(G1)</b>
	<b>Powerful verbs (C6)</b> e.g. <i>stare, tremble, slither</i>			
	<b>Boastful Language (C6)</b> e.g. <i>magnificent, unbelievable, exciting!</i>	<b>Similes (C7)</b> <b>Personification</b>	Use descriptive language – <b>similes, metaphors and personification</b> – for impact <b>(C2)</b>	Build in <b>figurative language</b> in description to create effects e.g. alliteration, onomatopoeia, similes, metaphors <b>(C3)</b>
	<b>Alliteration</b> <b>Similes</b>			
	<b>(C3, C4) To edit and improve my writing through :</b> <b>Self-assessment</b> <b>Peer assessment</b> Check work for missing words and punctuation. Improve writing and make it better	<b>(C4) To edit and improve my writing through :</b> <b>Self-assessment</b> <b>Peer assessment</b> Edit and improve writing for impact.	<b>(C4) To edit and improve my writing through :</b> <b>Self-assessment</b> <b>Peer assessment</b> Edit and improve writing for impact through drafting and redrafting to meet the needs of the audience.	<b>To edit and improve my writing through :</b> <b>Self-assessment</b> <b>Peer assessment</b> Edit and improve writing for impact through drafting and redrafting to meet the needs of the audience.

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	Year 3	Year 4	Year 5	Year 6
Punctuation	<p><b>Secure use of KS1 punctuation(P1-6)</b>  <b>Full stops</b>  <b>Capital letters for sentences</b>  <b>Capital letters for proper nouns</b> (e.g. Ben, Monday, Southwell)  <b>Question marks</b>  <b>Exclamation marks</b>  <b>Commas for lists</b></p>			<p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>) <b>(P7)</b></p>
	<p><b>Ellipses</b> to keep the reader hanging on  <b>Colon</b> before a list e.g. <i>What you need:</i></p>	<p>Use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>) <b>(P9)</b></p>	<p>Use of <b>commas</b> after a <b>subordinate clause sentence starter</b> <b>(P9)</b>                      Use of <b>commas</b> to show a <b>relative (drop-in) clause</b> <b>(P10)</b>                      Use of <b>brackets</b> to add extra information <b>(P11)</b>                      Use of <b>dashes</b> for tag on information <b>(P12)</b></p>	<p>Use of the <b>semi-colon, colon</b> and <b>dash</b> to indicate a stronger subdivision of a sentence than a comma.                      Use of colon to introduce a list and semi-colons within lists.  <b>(P3, P4)</b></p>
	<p><b>Secure use of inverted commas for direct speech</b> <b>(P7)</b>                      Each new speaker on a new line</p>	<p><b>Full punctuation for direct speech, including within inverted commas</b> <b>(P8):</b>                      Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p>	<p>Accurately punctuated speech varying the position of the reported clause.</p>	<p>Accurately punctuated speech embedded within narrative with precision and impact on the reader.</p>
	<p><b>Secure use of Apostrophes</b> <b>(P8)</b> to mark <b>contraction</b> (e.g. wouldn't) and <b>singular possession</b> (e.g. the boy's football)</p>	<p><b>Apostrophes</b> <b>(P10)</b> to mark <b>singular and plural possession</b> (e.g. <i>the girl's name, the boys' balls</i>)</p>		

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	Year 3	Year 4	Year 5	Year 6
<b>Transcription</b>	Spelling progression follows the plans provided by Spelling Shed for all year groups.			
	Neatly form capital letters, lower case letters and digits of the correct size and orientation.	Write with consistently neatly formed letters.	Vary style of handwriting according to purpose and audience.	Vary style of handwriting according to purpose and audience.
	Use diagonal and horizontal strokes needed to join and begin to join letters.	Joined handwriting with increasing legibility, consistency and quality.	Write in consistent, legible and neat joined handwriting.	Write in neat, legible joined handwriting at speed.

	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	Consolidate:	Introduce:	Introduce:	Introduce:
	Punctuation Finger spaces Capital letter Word Sentence Statement/ question/ exclamation/ command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Bullet points Apostrophe (contractions only) Commas for sentence of 3	Word family Conjunction (coordinating and subordinating) Determiner Adverb (for time or manner) Adverbial phrase Preposition Direct speech Inverted commas Apostrophe – singular possession Consonant/ Vowel Clause Subordinate clause Determiner Synonyms	Pronoun Possessive pronoun Generaliser Adverbial Fronted adverbial Apostrophe – plural possession Drop-in clause Personification	Modal verb Parenthesis Bracket Dash Cohesion Ambiguity Metaphor Onomatopoeia Rhetorical question Formal/ informal

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	<p>– description</p> <p>Singular/ plural Suffix/ prefix</p> <p>Adjective / noun / Noun phrases Verb / adverb Bossy verbs</p> <p>Tense (past, present, future) Connective</p> <p>Alliteration Simile – ‘as’/ ‘like’</p>	<p>Proper noun Collective noun Imperative verb Colon for instructions Ellipsis Paragraphs</p>			
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