

Writing and GPS Progression at Church Lane Primary School and Nursery

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Punctuation** | I can sometimes use a full stop when writing a simple sentence | I can use full stops at the end of my sentencesI can use capital letters for:the start of a sentence, names, pronoun ‘I’, days of the week | I can use exclamation marksI can use question marksI can use apostrophes for contractions | I can begin to use inverted commas to punctuate direct speechI can begin to use other direct speech punctuation | I can use all direct speech punctuationI can use an apostrophe to mark plural possessionI can use a comma after a fronted adverbial | I can use brackets, dashes or commas to indicate parenthesisI can use commas to avoid ambiguity or clarify meaning. | I can use a semi-colon, colon or dash to show independent clausesI can use a colon to introduce a list and a semi- colon within a list |
|  |  | I can begin to use exclamation marks | I can use apostrophes for singular possession |  |  |  | I can use bullet points to list information |
|  |  | I can begin to use question marks |  |  |  |  | I can use a hyphen to avoid ambiguity |
| **Adverbs/Adverbials** |  |  | I can use -ly adverbs in different positions in a sentence | I can use adverbs/adverbial phrases that indicate position in timeI can use adverbs/adverbial phrases that build a relationship or cause | I can use a fronted ‘when/where’ adverbial phrasesI can use ‘how’ adverbs/adverbial phrases in fronted positions | I can use degrees of possibility adverbsI can use adverbs of time | I can use adverbial phrases to link ideasI can use adverbs and adverbial phrases to qualify, intensify or emphasiseI can use two -ly adverbs in a fronted position |
| **Conjunctions/ Complex Sentences** | I can add in ‘and’ when reading work back. | I can use and to join to words togetherI can use and to join clauses together | I can write compound sentences that include co- ordinating conjunctionsI can start to use some subordinating conjunctions to introduce extra information | I can use a wider range of subordinating conjunctions to introduce extra information | I can use subordinating conjunctions at the start and middle of sentencesI can use conjunctions to set up contrasts or relationships | I can use relative clauses to add extra informationI can start sentences with verbs ending in -ed and -ing | I can use an If, if, if, then sentenceI can use an ‘emotion yet emotion’ phrase to start sentence a sentenceI can use a wide range of sentences to enhance my writing |
| **Purpose and Impact** | I can talk about a story or eventI can add detail when I retell I can write from left to rightI can write different textforms for different purposesI can invent writing ideas | I can begin to simple narrativesI can begin to write recountsI can use topic wordsI know why different writing is importantI can re-read what I have written to check if it makes sense | I can tell a story using imagination and flair, and direction in non-fiction.I can challenge the reader’s interest through style and feature choicesI can use models and texts that I have read to influence my writing | I can add detail to my ideasI can maintain a point of viewI can include all the features of a genre/ text type appropriatelyI can write with anappropriate style, thinking about my reader | I can further develop an appropriate style, thinking about my readerI can create intriguing narratives and more complicated non-fictions e.g. persuasiveleaflet/biography/explanation | I can develop imaginative and logical ideasI can independently use ideas from books or models that I have read in my writingI can include all thefeatures of a genre/ text type appropriately | I can tell a story using imagination and flair and direction in non-fiction.I can integrate dialogue to convey character and advance the actionI can use models and texts that I have read to influence my writing |
|  | I know what I want to write, and I can write it | I can select vocabulary and grammatical structures deliberately to enhance the | I can begin to create intriguing narratives and |  | I can write with an appropriate style, thinking | I can select vocabulary and grammatical structures deliberately to enhance the |

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|  | independently |  | formality of the writing.In narratives, I can describe settings, characters | more complicated non- fictions e.g. persuasive leaflet.I can begin to independently use ideasfrom books that I have read |  | about my readerI can integrate dialogue in narratives to convey character and advance the action. | formality of the writing.In narratives, I can further develop my description of settings, characters and atmosphere |
| **Writer’s Techniques/Poetic Features** | I may add in onomatopoeia when retelling a storyI can use other simple poetic devices, such as:rhyme and repetition, when retelling a story | I can use onomatopoeia I can use alliteration | I can use rhymeI can use repetition that follows story patterns | I can use repetition of key words for impactI can use ‘like’ to build a simile | I can use ‘as’ to build a simileI can use a metaphor | I can use pathetic fallacy I can use a pun | I can use personificationI can use symbolism across |
| **Tense** | I can discuss events that have happened in the past | I can use –ing suffix for present tenseI can use –ed suffix for past tense | I can show actions are or were in progress: progressive tense | I can use perfect tense | I can use standard EnglishI can begin to use a range of tense that are appropriate to form | I can use modal verbsI can use a range of tense accurately and appropriately | I can use the subjunctive formI can use all tenses accurately and to further enhance my writingI can use the subjunctive form |
| **Structure and Shape** | I can include character names in stories and ‘I’ in recountsI can write ideas about things I like and dislikeI can experiment withfamiliar forms of writing and discuss features of own writing | I can use story words e.g. once upon a timeI can order writing using numbers, time, words, or phrasesI can repeat key wordsI can write sentences by saying out load what they are going to write about | I can use information and description to interest the readerI can order my writing using line breaks and numbersI can group main ideas together | I can create flow (cohesion) by using pronouns, linking phrases, andreferencing points already madeI can group ideas together and sometimes create paragraphsI can use headings and sub-headingsI can use interesting openings in stories andnon-fiction e.g. ‘Early one morning…, ‘Whales are the largest creature s…’ | I can begin to organise my writing with a clear beginning, middle and endI can write sentences that lead on from a previous oneI can start a new paragraph organising ideas around atheme in non-fictionI can use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.I can use exciting openings to capture the reader’sattention | I can confidently organise my writing with a clear beginning, middle and endI can start a new paragraph organising ideas around atheme in fictionI can use dramatic endings in stories and strong conclusions in non-fiction | I can use a range of layout devices. E.g. columns/tables/bullet pointsI can consistently use paragraphs across the whole textI can use a range of techniques to ensurecohesion e.g. Repetition of words, use of pronouns, synonyms and conjunctions. |
|  |  |  |  | I can use closings in stories and non-fiction e.g.Eventually … Finally… |  |  |  |

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| **Passive Voice** |  |  |  |  |  |  | I can use passive voice to hide the ‘doer’ of the actionI can use passive voice to affect the formality of writing |
| **Sentence Structure** | I can use pictures to add meaning | I can write simple phrases/clausesI can start sentences with ‘I’I can start a sentence with a nameI can start a sentence in different waysI can use finger spaces between words | I can use questions, commands and statements | I can use one-word sentences in isolation | I can use rhetorical questions to involve thereader | I can mix short and long sentences to change thepace for the reader | I can choose whether to formal or informal |
|  | I can write some words and phrasesI can write a simplesentence and may use a full | I can ask the reader aquestionI can use adventurous adjectives. | I can include prepositions | I can use more complicated and developed noun phrases | I can use subject/verb sentences. | I can use a range of simple,compound and complex sentences to enhance the writing |
|  | stop and capital letters | I can write long sentences |  |  |  |  |
|  | I may write a simple | I can write short sentences |  |  |  |  |
|  | narrative in short sentenceswith known letter-sound | I can include noun phrases |  |  |  |  |
|  | correspondences using a |  |  |  |  |  |
|  | capital letter and a full stop. |  |  |  |  |  |
| **Spelling** | I can spell some CVC words e.g. cat, dogI can make phonetically plausible attempts when writing more complex unknown wordsI can choose the rightletters at the beginning of wordsI can read my work back I can use digraphs, | I can have a go at spelling unknown wordsI can use –ing, -est, -ed at the end of wordsI can spell Y1 common exception wordsI can use plurals –es and – sI can use a prefix e.g. unkindI can spell the days of the week | I can ‘have a go’ at spelling polysyllabic words e.g. chil- dren, mel-tingI can use suffixes such as – ness, -er, or compounds to create nounsI can use adjectives ending in –ful, -less, -er, -est e.g. beautifulI can turn adjectives into adverbs using ‘ly’ e.g. ‘slow’ into ‘slowly’ | I can spell most Year 1 and 2 wordsI can spell some Year 3/4 wordsI can use a range of techniques to spell unfamiliar wordsI can spell homophones correctly according to usee.g their, there, too, toI can use the correct articlee.g. an elephant, a dinosaur | I can spell most Year 1 and 2 wordsI can spell most Year 3 and 4 wordsI can use a range of techniques to spell unfamiliar wordsI can spell homophones correctly according to usee.g. their, there/too, to/which, witch | I can spell some Year 5/6 wordsI can use suffixes to convert nouns and adjectivesI can use prefixes to change intent of a verb e.g. dis\_ de\_ mis\_ over\_ and re\_ | I can spell most of the year 5/6 wordsI can correct my spellings during the editing stageI use appropriate formal synonyms for informal words |
|  | trigraphs and spell some |  |  |  |  |  |
|  | irregular common (tricky) |  |  |  |  |  |
|  | words |  |  |  |  |  |
| **Handwriting** | I can hold my pencil in my dominant handI can use an accurate tripod gripI can begin to form myletters, with letters starting | I can sit at a table and hold my pencil correctlyI can begin to form my letters in the correct directionI can form my capital Letters | I can write lower caseletters that have correct size relative to one anotherI can show evidence of diagonal and horizontal strokes to join. | I can use the diagonal and horizontal strokesaccurately to join letters.I am becoming more secure at joining and I am able to use joined-up writing for most of my work.I can write at a faster speed |  | Increase legibility, consistency and fluencyWrite legibly, fluently and with increasing speed |  |

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|  | and finishing in the right place, including spaces between wordsI can form clear ascenders and descenders | I can form my digits 0-9 |  | so I can produce longer pieces of writing. |  |  |  |
| **Terminology** | Grapheme, phoneme, capital letter, word, full stop, sentence, caption, label, list | Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past,present and progressive), apostrophe, comma | Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas | Determiner, pronoun, possessive pronoun, adverbial, fronted adverbial | Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points, subjunctive. |

The Writing Rainbow: A visual guide to support children’s writing

The Writing Rainbow acts as a colourful and concrete representation of all the writing strategies taught and modelled that can be deployed by the pupils throughout their primary journey. It enables pupils to file information and, through worked examples, create a deep understanding of different techniques, e.g. metaphor, while reminding them of previous taught concepts that can be used within their writing.

The Write Stuff approach relies on clarity of categorisation. Teachers are always refocusing pupil thinking to and from ‘The Writing Rainbow’ and carefully refining and scripting explanations to visibly showcase the thinking of a writer.

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**The EYFS Writing Rainbow**

**classrooms**

**The Writing Rainbow displayed in Y1-Y6**