



English Progression
Writing Expectation History
Mathematics Science PE Languages
Art Geography DT Computing Differentiation
Progression Expectation **National Curriculum**
Languages English Writing Progression
Differentiation Science Art
Mathematics Expectation

Progression in the new National Curriculum

Writing: composition						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Write simple sentences which can be read by themselves and others. [Part of ELG]		Develop positive attitudes towards & stamina for writing by writing: - narratives about personal experiences and those of others (real and fictional) - about real events - poetry - for different purposes				
	Plan writing Say out loud what they are going to write about	Plan writing Plan or say out loud what they are going to write about Write idea and/or key words including new vocab.	Plan writing Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.		Plan writing - Identify audience and purpose, selecting appropriate form and use other similar writing as model - Note and develop initial ideas, drawing on reading & research where necessary - In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to & seen performed	
	Drafting and writing Compose a sentence orally before writing.		Drafting and writing Compose & rehearse sentences orally (including dialogue), progressively building a varied & rich vocabulary & increasing range of sentence structures.		Drafting and writing Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning	
	Sequence sentences to form short narratives.	Encapsulate what they want to say, sentence by sentence .	Organise paragraphs around a theme		Use a wide range of devices to build cohesion within and across paragraphs .	
					Précis longer paragraphs.	
			In narratives , create settings, characters & plot		In narratives , describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	
			In non-narrative material, use simple organisational devices such as headings and sub-headings		Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).	
		Make additions, revision and corrections to their own writing by: - Evaluating their writing with the teacher or other pupils - Re-reading to check it makes sense and that verbs to indicate time are used correctly & consistently, incl verbs in the continuous form	Evaluate & edit: - Assess the effectiveness of their own and others' writing and suggest improvements - Propose changes to grammar & vocab to improve consistency, including the accurate use of pronouns in sentences		Evaluate & edit: - Assess the effectiveness of their own and others' writing - Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning - Ensure the consistent and correct use of tense throughout a piece of writing - Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	
	Re-read what they have written to check that it makes sense	Proof read to check for errors in spelling, grammar and punctuation	Proof read for spelling and punctuation errors.		Proof read for spelling and punctuation errors.	
	Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud their writing with appropriate intonation to make the meaning clear.	Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	