



Spire Junior School Progression map - Writing



	Year 3 and Year 4	Year 5 and Year 6
Contexts for Writing	<ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas	<ul style="list-style-type: none">• 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
Planning Writing	<ul style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	<ul style="list-style-type: none">• noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none">• organising paragraphs around a theme• in narratives, creating settings, characters and plot• in non-narrative material, using simple organisational devices (headings & subheadings)	<ul style="list-style-type: none">• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• précisising longer passages• 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

<p>Editing & Evaluating Writing</p>	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • 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 • proofread for spelling and punctuation errors
<p>Performing Writing</p>	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.