

	world of story and imagination, wherever this may be, and to ensure children make as many learning links as possible both in English and across our whole curriculum.
--	--

	Children are surrounded by and absorbed within these texts: to learn, practise and develop their reading skills; to gather ideas and inspiration for their own writing, learning from the masters of writing themselves (the authors); to give children the experience of books being windows, mirrors and doors to enable them to learn about others' and from others and to develop wider empathy and understanding alongside our school's values and virtues which are the foundations of all our learning.
--	---

OAKWOOD Writing Progression and Sequencing:

Maple Class Cycle B 26 - 27

Writing – Essential Text:	Arthur and the Golden Rope by Joe Todd Stanton(Y4 C)	FARThER by Grahame Baker-Smith (Y5B) –	The Corinthian Girl by Christina Balit (Y4)	The Great Kapok Tree by Lynne Cherry (Y4)	The Lost Book of Adventure by 'unknown author' and Teddy Keen (Y5)	Wilma Rudolph by Maria Isabel Sanchez Vegara(Y5)
Writing – Genre and purpose	a. Narrative b. Information guide	narrative	success narrative	persuasive letter	a. narrative b. survival guide	speech
Grammar: Word						
Year 4	Build on previous years & focus on: Grammatical difference between plural and possessive -s	Build on previous units & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Verb inflections (we were instead of we was)	Build on previous units & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)
Year 5	Build on previous year & focus on: Develop an understanding of the use of verb prefixes	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	Build on previous units & focus on: Develop an understanding of the use of verb prefixes	Build on previous units & focus on: Develop an understanding of the use of verb prefixes	Build on previous units & focus on: Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Converting nouns or adjectives into verbs using suffixes
Grammar: Sentence						
Year 4	Build on previous years & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials
Year 5	Build on previous years & focus on: Expanded noun phrases to	Build on previous units & focus on:	Build on previous units and focus on:	Build on previous units & focus on: Expanded noun	Build on previous units & focus on:	Build on previous units & focus on:

	convey complicated information concisely Use fronted adverbials	Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	phrases to convey complicated information concisely Use fronted adverbials	Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to convey complicated information concisely Indicate degrees of possibility using modal verbs
Grammar: Text						
Year 4	Build on previous years & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with headings and subheadings	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: use adverbials and conjunctions for cohesion	Build on previous units & focus on: use adverbials and conjunctions for cohesion Nouns or pronouns to aid cohesion and avoid repetition	Build on previous units & focus on: use adverbials and conjunctions for cohesion Nouns or pronouns to aid cohesion and avoid repetition
Year 5	Build on previous years & focus on: Use of a range of sentence types for impact and cohesion	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Use of a range of sentence types for impact and cohesion	Build on previous units & focus on: Use of a range of sentence types for impact and cohesion	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph
Grammar: Punctuation						
Year 4	Build on previous years & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials		Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials		
Year 5		Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials			Build on previous units & focus on: Indicate parenthesis using brackets Commas for clarity	Build on previous units & focus on: Use commas for clarity and to avoid ambiguity

						Use of a comma after the reporting clause Use of end punctuation within inverted commas (Y4) Indicate parenthesis using brackets
Terminology for pupils:						
Year 4	determiner, pronoun, possessive pronoun, adverbial					
Year 5	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					
Writing: composition						
Year 4						
Year 5						

Maple Class Cycle C 27 -28					
Writing – Essential Text	Curiosity (Y5) by Markus Motum:	Leaf (Y4) by Sandra Dieckman:	A Stage Full of Shakespeare Stories (Y4 or 5) by Angela McAllister –	Greta and the Giants (Y5) by Zoe Tucker -	The Promise (Y5) by Nichola Davies:
Writing – genre and purpose	c. Narrative d. Mission Report	c. narrative d. diary	persuasive letter or narrative	narrative	c. narrative d. persuasive speech
Grammar: Word					
Year 4		Build on previous year & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)			
Year 5	Build on previous year & focus on: Develop an understanding of the use of verb prefixes	Build on previous units & focus on: Develop understanding and use of verb prefixes	Build on previous units & focus on: Develop understanding and use of verb prefixes	Build on previous units & focus on: Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Develop understanding and use of verb prefixes
Grammar: Sentence					

Year 4		Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Expressing time and place and cause using prepositions [for example, before, after, during, in, because of] (Recap from Y3) Fronted adverbials			
Year 5	Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses	Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials (recap Y4)	Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs	Build on previous units & focus on: Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to convey complicated information concisely Indicate degrees of possibility using modal verbs	Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs
Grammar: Text					
Year 4	Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition			
Year 5	Build on previous year & focus on: Use of a range of sentence types for impact and cohesion	Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (recap Y4)	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph
Grammar: Punctuation					
Year 4	Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials			
Year 5	Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Build on previous units & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Build on previous units & focus on: Commas for parenthesis	Build on previous units & focus on: Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation	Build on previous units & focus on: Commas for parenthesis

				within inverted commas (Y4) Indicate parenthesis using brackets	
Terminology for pupils:					
Year 4	determiner, pronoun, possessive pronoun, adverbial				
Year 5	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity				
Writing: composition					
Year 4					
Year 5					

Oaks Class Cycle B 26-27

Writing – Essential Text	The Ways of the Wolf(Y6) by Smriti Halls	Who Let The Gods out (own unit)	The Invisible Story by Jaime Gamboa -	The Mysteries of Harris Burdick by Chris Van Allsburg -	The lost book of undersea adventure by 'unknown author' and Teddy Keen -	Shackleton's Journey by William Grill-	Paradise Sands by Levi Pinfold
Writing – genre and purpose	a. documentary narrative b. balanced argument	Setting description	narrative	report	narrative	biography	warning letter
Grammar: Word							
Year 5							
Year 6	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
Grammar: Sentence							
Year 5							
Year 6	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal	Build on previous units & focus on: The difference between structures typical of	Build on previous units & focus on: Using expanded noun phrases to convey complicated	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely	Build on previous units & focus on: The difference between structures typical of informal speech and	Build on previous units & focus on: Using expanded noun phrases to convey complicated	Build on previous units & focus on: The difference between structures typical of informal speech and structures

	Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive forms in some very formal writing and speech	informal speech and structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing	information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence	Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence	structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence	appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing
Grammar: Text							
Year 5							
Year 6	Build on previous units & focus on: Using headings and sub-headings to organise information	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices	Build on previous units & focus on: Using headings and sub-headings to organise information	Build on previous units & focus on: Using headings and sub-headings to organise information	Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information	Build on previous units & focus on: Using headings and sub-headings to organise information	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices
Grammar: Punctuation							
Year 5							
Year 6	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use range of punctuation taught at KS2 (Speech punctuation)	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity
Terminology for pupils:							

Year 5							
Year 6	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points						
Writing: Composition							
Year 5							
Year 6							

Oak Class Cycle C 27 - 28

Writing – Essential Text	Curiosity (Y5) by Markus Motum:	A Stage Full of Shakespeare Stories (Y5)	The lost book of undersea adventure (Y6) by 'unknown' and Teddy Keen	Rescuing Titanic (Y6) by Flora Delargy	The Mysteries of Harris Burdick (Y6) by Chris Van Allsburg	A Story like the wind (Y6) by Gill Lewis	Varmints (Y6) by Helen Ward –
Writing – genre and purpose	a. Narrative b. Report	a diary to recount	to inform	narrative	to report	flashback	narrative
Grammar: Word							
Year 5	Build on previous year & focus on: Develop an understanding of the use of verb prefixes	Build on previous units & focus on: Develop understanding and use of verb prefixes					
Year 6			Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
Grammar: Sentence							
Year 5	Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to	Build on previous units & focus on:					

	convey complicated information concisely Develop understanding of relative clauses	Indicate degrees of possibility using modal verbs and adverbs					
Year 6			Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing
Grammar: Text							
Year 5	Build on previous year & focus on: Use of a range of sentence types for impact and cohesion	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph					
Year 6			Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information	Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information	Build on previous units & focus on: Using headings and sub-headings to organise information	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices
Grammar: Punctuation							
Year 5	Build on previous year & focus on:	Build on previous units & focus on: Commas for parenthesis					

	Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)						
Year 6			Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses	Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity
Terminology for pupils:							
Year 5	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity						
Year 6	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points						
Writing: Composition							
Year 5							
Year 6							



HAYTON C OF E PRIMARY SCHOOL

STEPS WRITING SQUAD

MIGHTY OAKS FROM LITTLE ACORNS GROW

OUR SCHOOL VALUES



Love



Joy



Aspiration



Wonder

S SQUIGGLE SENTENCE-MASTER



MY SKILLS

- FANBOYS
- AWHITEBUS
- Fronted adverbials
- Relative clauses
- Cohesion

I make every sentence stronger!

T TENSE TITAN



MY SKILLS

- Past tense
- Present tense
- Perfect forms
- Progressive forms
- Active and passive voice

I keep your writing in the right time zone!

E ELECTRA EFFECTIVE



MY SKILLS

- Powerful verbs
- Precise nouns
- Atmosphere
- Figurative language
- Vocabulary upgrades

Every word matters!

P PROFESSOR PUNCTUATION



MY SKILLS

- Speech punctuation
- Colons
- Semi-colons
- Dashes
- Brackets and parenthesis

Punctuation powers your writing!

S SPEEDY SCRIBE



MY SKILLS

- Editing
- Proof-reading
- Common exception words
- Joined handwriting
- Presentation

Check it. Fix it. Improve it.

RECEPTION

EXPECTED TARGETS

- S** I can write simple phrases and sentences.
- T** I can talk about things happening now and things that have happened.
- E** I can use interesting vocabulary.
- P** I can use capital letters and full stops.
- S** I can form letters correctly and use sounds to spell words.

GREATER DEPTH CHALLENGE

- S** I can join several ideas together.
- T** I can confidently talk about past and present.
- E** I can choose adventurous words.
- P** I can use punctuation in longer pieces.
- S** I can spell many common words correctly.

YEAR 1

EXPECTED TARGETS

- S** I can join ideas using 'and'.
- T** I can write in present and past tense.
- E** I can choose effective words.
- P** I can use CL. ? ! , ' .
- S** I can spell simple words and form letters correctly.

GREATER DEPTH CHALLENGE

- S** I can link ideas smoothly.
- T** I can keep my tense correct throughout.
- E** I can improve my word choices.
- P** I can use punctuation consistently.
- S** I can spell common exception words.

YEAR 2

EXPECTED TARGETS

- S** I can use FANBOYS and AWHITEBUS conjunctions and expanded noun phrases.
- T** I can keep my tense correct.
- E** I can use adjectives and expanded noun phrases.
- P** I can use CL. ? ! , ' .
- S** I can join letters and check my spelling.

GREATER DEPTH CHALLENGE

- S** I can use varied sentence forms for effect.
- T** I can keep tense accurate in longer pieces.
- E** I can select vocabulary to interest my reader.
- P** I can use the full KS1 punctuation range.
- S** I can spell most common exception words and suffixes.

YEAR 3

EXPECTED TARGETS

- S** I can use conjunctions, adverbs and prepositions.
- T** I can use present, past and present perfect tense.
- E** I can choose precise vocabulary.
- P** I can use speech marks correctly.
- S** I can spell words with prefixes and suffixes.

GREATER DEPTH CHALLENGE

- S** I can organise my ideas into logical paragraphs.
- T** I can keep my tense accurate across my writing.
- E** I can use vocabulary to engage the reader.
- P** I can use punctuation securely and accurately.
- S** I can spell Year 3/4 words independently.

YEAR 4

EXPECTED TARGETS

- S** I can open sentences in different ways and use paragraphs.
- T** I can keep my tense correct.
- E** I can choose words that create atmosphere.
- P** I can punctuate speech correctly.
- S** I can spell Year 3/4 words correctly.

GREATER DEPTH CHALLENGE

- S** I can use paragraphs to develop ideas and atmosphere.
- T** I can use perfect forms confidently.
- E** I can choose language to engage readers.
- P** I can use brackets, colons, hyphens and semi-colons.
- S** I can spell most Year 5/6 words consistently.

YEAR 5

EXPECTED TARGETS

- S** I can use relative clauses and varied sentence structures.
- T** I can use perfect and progressive tenses.
- E** I can choose ambitious vocabulary.
- P** I can use brackets, dashes, colons and semi-colons.
- S** I can spell difficult words accurately.

GREATER DEPTH CHALLENGE

- S** I can manipulate sentence structures for effect.
- T** I can use active and passive voice appropriately.
- E** I can adapt vocabulary and sentence choices for purpose.
- P** I can manipulate punctuation for effect.
- S** I can spell most Year 5/6 words correctly.

YEAR 6

EXPECTED TARGETS

- S** I can vary sentence structures and control formality.
- T** I can use verb forms for effect.
- E** I can use precise and sophisticated vocabulary.
- P** I can use the full range of punctuation accurately.
- S** I can spell most Year 5/6 words correctly and write fluently.

GREATER DEPTH CHALLENGE

- S** I can manipulate grammar and structure for audience and effect.
- T** I can control tone and meaning using verb forms.
- E** I can draw on reading to craft sophisticated language.
- P** I can use the full KS2 punctuation range precisely.
- S** I can write fluently and legibly at speed.

Hayton C of E Primary School - STEPS Writing Framework

Whole-school child-friendly writing progression framework

Reception

S Sentence Variety	T Tenses	E Effective Vocabulary	P Punctuation	S Spelling & Handwriting
Write simple phrases and sentences	Begin to talk about things happening now and things that already happened	Use interesting vocabulary	CL .	Write recognisable letters correctly; spell using sounds and letters
Greater Depth: Write several linked ideas independently	Greater Depth: Use past and present language confidently in speech and writing	Greater Depth: Choose adventurous words independently	Greater Depth: Begin using punctuation independently in longer pieces	Greater Depth: Spell many common words correctly and write simple sentences independently

Year 1

S Sentence Variety	T Tenses	E Effective Vocabulary	P Punctuation	S Spelling & Handwriting
- Use 'and' to join ideas - Sequence short narratives	- Use present and past tense	- Choose effective vocabulary - Improve word choices	CL . ? !	- Form letters correctly - Spell 40+ phonemes - Use -ing, -ed, -er, -est
Greater Depth: Link ideas fluently to create short narratives	Greater Depth: Maintain tense accurately throughout short pieces	Greater Depth: Edit vocabulary choices to improve meaning	Greater Depth: Use punctuation consistently and accurately	Greater Depth: Spell common exception words accurately and consistently

Year 2

S Sentence Variety	T Tenses	E Effective Vocabulary	P Punctuation	S Spelling & Handwriting
Use: - FANBOYS (and but so) - AWHITEBUS conjunctions (because when although); - expanded noun phrases	Use present and past tense consistently	Use adjectives and expanded noun phrases for description	CL . ? ! , '	Use joined strokes spell common exception words Proof-read and edit spelling mistakes
Greater Depth: Use varied sentence forms confidently for effect	Greater Depth: Maintain accurate tense throughout longer pieces	Greater Depth: Select vocabulary to interest the reader	Greater Depth: Use the full KS1 punctuation range mostly correctly	Greater Depth: Spell most common exception words and suffixes correctly

Year 3

S Sentence Variety	T Tenses	E Effective Vocabulary	P Punctuation	S Spelling & Handwriting
Extend sentences using: - conjunctions (FANBOYS & AWHITEBUS) - prepositions - adverbs Begin creating settings, characters and plot	- Use present, past and present perfect tense	- Use vocabulary for effect - Use adjectives and adverbs for description	CL . ? ! , ' " "	- Use prefixes, suffixes and homophones accurately - Joined handwriting; - Proof-read - Edit spelling mistakes
Greater Depth: Organise ideas into logical paragraphs	Greater Depth: Maintain tense accurately across writing	Greater Depth: Select precise vocabulary to engage the reader	Greater Depth: Use punctuation securely and accurately	Greater Depth: Edit spelling and improve accuracy independently

Year 4

S Sentence Variety		T Tenses	E Effective Vocabulary	P Punctuation	S Spelling & Handwriting
Sentence Openers: • Fronted adverbials • AWHITEBUS conjunctions	Sentence Structures: • Expanded noun phrases • Cohesive devices • Paragraphs around a theme	- Use consistent tense and subject–verb agreement	- Describe settings and characters using precise vocabulary and descriptive phrases	CL . ? ! , ' " "	- Apply Year 3/4 spelling rules accurately - legible joined handwriting - proof-read and edit spelling mistakes
Greater Depth: Use paragraphs effectively to organise ideas and develop atmosphere		Greater Depth: Use perfect forms accurately and confidently	Greater Depth: Select language deliberately to engage readers	Greater Depth: Begin using brackets, colons, hyphens and semi-colons	Greater Depth: Spell Year 3/4 words consistently accurately

Year 5

S Sentence Variety		T Tenses	E Effective Vocabulary	P Punctuation	S Spelling & Handwriting
Sentence Openers: - Fronted adverbials - AWHITEBUS conjunctions - Prepositions	Sentence Structures: - Relative clauses - Modal verbs - Cohesion within paragraphs - Dialogue integrated into narratives	Use tense consistently including perfect and progressive forms	- Select precise vocabulary for audience and purpose - Create atmosphere	CL . ? ! , ' " " () — :	- Accurate Y3/4 spellings - Increase Year 5/6 spelling accuracy - Fluent joined handwriting
Greater Depth: Manipulate sentence structures for audience and effect		Greater Depth: Use passive and active voice appropriately	Greater Depth: Manipulate vocabulary and sentence structures to reflect formality	Greater Depth: Use punctuation accurately and manipulate punctuation for effect	Greater Depth: Spell most Year 5/6 words correctly

Year 6

S Sentence Variety	T Tenses	E Effective Vocabulary	P Punctuation	S Spelling & Handwriting
- Open sentences in a wide variety of ways - Vary clause position for effect - Use passive voice appropriately - Build cohesion across paragraph - Integrate dialogue to convey character and action - Control formality for purpose and audience	- Use all tenses consistently; - select verb forms for effect	- Use precise and ambitious vocabulary - manipulate vocabulary and grammar for effect and formality	CL . ? ! , ' " " () — ... : ;	- Spell most Year 5/6 words correctly - maintain fluent, legible handwriting - proof-read and edit independently
Greater Depth: Manipulate grammar and structure consciously for audience and effect	Greater Depth: Manipulate verb forms to control tone and meaning	Greater Depth: Draw upon wider reading to craft sophisticated language choices	Greater Depth: Use the full KS2 punctuation range precisely and accurately	Greater Depth: Maintain fluent, legible handwriting at speed

Reception Writing STEPS				
STEPS	My Target	Example	Challenge Me!	Example
Sentence Variety	I can write simple phrases and sentences.	<i>The dog is running.</i>	I can join several ideas together.	<i>The dog is running and the cat is sleeping.</i>
Tenses	I can talk about things happening now and things that have happened.	<i>I am painting. / I painted a picture.</i>	I can confidently talk about past and present events.	<i>Yesterday I visited the farm. Today I am drawing the animals.</i>
Effective Vocabulary	I can use interesting words.	<i>huge, shiny, exciting</i>	I can choose adventurous words by myself.	<i>enormous, sparkling, magnificent</i>
Punctuation	I can use capital letters and full stops.	<i>I like ice cream.</i>	I can remember punctuation in longer pieces of writing.	<i>I went to the park. I played on the swings.</i>
Spelling & Handwriting	I can form letters correctly and use sounds to spell words.	<i>cat, dog, ship</i>	I can spell many common words correctly.	<i>went, said, they</i>

Year 1 Writing STEPS				
STEPS	My Target	Example	Challenge Me!	Example
Sentence Variety	I can join ideas using and .	<i>The dog barked and the cat ran away.</i>	I can link ideas smoothly to tell a short story.	<i>Sam ran home and grabbed his coat before rushing outside.</i>
Tenses	I can write in present and past tense.	<i>I play football. / I played football.</i>	I can keep my tense correct throughout my writing.	<i>Yesterday I visited the zoo and watched the monkeys climb.</i>
Effective Vocabulary	I can choose interesting words.	<i>The giant stomped loudly.</i>	I can improve my word choices when editing.	<i>The giant thundered across the field.</i>
Punctuation	I can use capital letters, full stops, question marks and exclamation marks.	<i>What a fantastic day!</i>	I can use punctuation correctly in all my sentences.	<i>Where are you going?</i>
Spelling & Handwriting	I can spell simple words and form letters correctly.	<i>jumping, helped</i>	I can spell common exception words correctly.	<i>because, school, people</i>

Year 2 Writing STEPS				
STEPS	My Target	Example	Challenge Me!	Example
Sentence Variety	I can use FANBOYS and AWHITEBUS joining words.	<i>I stayed inside because it was raining.</i>	I can use different sentence types for effect.	<i>What a terrible storm it was!</i>
Tenses	I can keep my tense correct.	<i>Yesterday I walked to school.</i>	I can keep my tense accurate in longer pieces.	<i>Last weekend we visited the beach and built sandcastles.</i>
Effective Vocabulary	I can use expanded noun phrases.	<i>The enormous dragon roared.</i>	I can choose vocabulary that interests my reader.	<i>The furious dragon blasted fiery smoke.</i>
Punctuation	I can use commas, apostrophes, question marks and exclamation marks.	<i>Ben's football was lost.</i>	I can use all KS1 punctuation correctly.	<i>Can you help me, please?</i>
Spelling & Handwriting	I can join letters and check my spelling.	<i>happiness, beautiful</i>	I can spell common exception words correctly.	<i>everybody, children, because</i>

Year 3 Writing STEPS

STEPS	My Target	Example	Challenge Me!	Example
Sentence Variety	I can use conjunctions, adverbs and prepositions.	<i>After lunch, we quickly walked home.</i>	I can organise my ideas into paragraphs.	<i>First, we explored the castle. Later, we climbed the tower.</i>
Tenses	I can use present, past and present perfect tense.	<i>I have finished my homework.</i>	I can keep my tense accurate across my writing.	<i>We had explored the cave before night fell.</i>
Effective Vocabulary	I can choose precise words.	<i>The gloomy cave echoed loudly.</i>	I can use vocabulary to engage the reader.	<i>The crumbling castle loomed menacingly above the village.</i>
Punctuation	I can use speech marks correctly.	<i>"Come here!" shouted Ben.</i>	I can use punctuation securely and accurately.	<i>"Wait for me," whispered Mia nervously.</i>
Spelling & Handwriting	I can spell words with prefixes and suffixes.	<i>unhappy, replay</i>	I can edit my spellings independently.	<i>disappear, bicycle, important</i>

Year 4 Writing STEPS				
STEPS	My Target	Example	Challenge Me!	Example
Sentence Variety	I can open sentences in different ways and organise ideas into paragraphs.	<i>Without warning, the lights went out.</i>	I can use paragraphs to develop atmosphere and organise ideas.	<i>Meanwhile, inside the castle, the king prepared for battle.</i>
Tenses	I can keep my tense correct throughout my writing.	<i>She had walked home before the rain started.</i>	I can use perfect forms confidently.	<i>The children had already escaped before the dragon arrived.</i>
Effective Vocabulary	I can choose words that help my reader picture the scene.	<i>The icy river shimmered beneath the moonlight.</i>	I can deliberately choose language to create atmosphere.	<i>The eerie forest creaked and groaned in the darkness.</i>
Punctuation	I can punctuate speech correctly.	<i>"Stop!" yelled Jake.</i>	I can begin using brackets, colons and hyphens.	<i>There was only one choice: run.</i>
Spelling & Handwriting	I can spell Year 3/4 words correctly.	<i>favourite, believe</i>	I can spell accurately and write fluently.	<i>experience, accidentally, strength</i>

Year 5 Writing STEPS

STEPS	My Target	Example	Challenge Me!	Example
Sentence Variety	I can use relative clauses, modal verbs and varied sentence structures.	<i>The boy, who was covered in mud, smiled proudly.</i>	I can manipulate sentence structures for effect.	<i>Slowly, silently and carefully, the thief crept through the house.</i>
Tenses	I can use perfect and progressive tenses.	<i>She had been waiting for hours.</i>	I can use active and passive voice appropriately.	<i>The treasure was discovered by the explorers.</i>
Effective Vocabulary	I can choose ambitious vocabulary for audience and purpose.	<i>The exhausted traveller staggered across the desert.</i>	I can adapt vocabulary and sentence choices to suit different audiences.	<i>It would be greatly appreciated if you could respond promptly.</i>
Punctuation	I can use brackets, dashes and colons correctly.	<i>You will need three things: rope, water and food.</i>	I can use punctuation to create effect.	<i>The lights flickered — then everything went silent.</i>
Spelling & Handwriting	I can spell difficult words accurately.	<i>conscience, explanation</i>	I can spell most Year 5/6 words correctly.	<i>accompany, interference, pronunciation</i>

Year 6 Writing STEPS

STEPS	My Target	Example	Challenge Me!	Example
Sentence Variety	I can vary sentence structures and control formality.	<i>Having completed the mission, the spy disappeared silently.</i>	I can manipulate grammar and sentence structure for audience and effect.	<i>Rarely had the villagers witnessed such devastation.</i>
Tenses	I can use verb forms for effect.	<i>The cake was eaten before the party began.</i>	I can manipulate verb forms to control meaning and tone.	<i>Had the warning been ignored, disaster would have followed.</i>
Effective Vocabulary	I can use precise vocabulary and literary techniques.	<i>The thunder growled angrily across the sky.</i>	I can draw on my reading to craft sophisticated language choices.	<i>The moon hung silently above the sleeping town, keeping watch over the world below.</i>
Punctuation	I can use the full range of punctuation accurately.	<i>The storm grew stronger; however, nobody moved.</i>	I can use punctuation precisely to shape meaning and effect.	<i>One thing was certain: nobody was leaving alive.</i>
Spelling & Handwriting	I can spell Year 5/6 words correctly and write fluently.	<i>accommodate, mischievous</i>	I can maintain fluent, legible handwriting at speed.	<i>Consistently accurate presentation across extended writing.</i>

	S		T	E	P	S
R	➤ Write simple phrases and sentences			➤ Adventurous vocabulary	CL .	➤ Write recognisable letters, correctly formed ➤ Spelling words using sounds and letters
Y1:	➤ 'and' coordinating conjunction		➤ Past Tense ➤ Present Tense	➤ Adventurous vocabulary	CL . ? !	➤ Correctly formed and sized letters
Y2:	➤ Extend sentences using: ➤ 'AWHITEBUS' subordinating conjunctions ➤ And, But, So Coordinating Conjunctions ➤ Noun phrases		➤ Past Tense ➤ Present Tense	➤ Adventurous vocabulary ➤ Adjectives for description	CL . ? ! , ' "	➤ Joined handwriting ➤ Accurate spelling ➤ Able to correct spelling mistakes
Y3:	➤ Extend sentences using: ➤ 'AWHITEBUS' subordinating conjunctions ➤ FANBOYS Coordinating conjunctions ➤ Prepositions ➤ Adverbs		➤ Present Tense ➤ Past tense ➤ Past Perfect tense	➤ Adventurous vocabulary ➤ Adjectives and adverbs for description	CL . ? ! , ' " "	➤ Joined handwriting ➤ Accurate spelling ➤ Able to correct spelling mistakes
Y4:	➤ Open sentences using: ➤ 'AWHITEBUS' subordinating conjunctions ➤ Prepositions ➤ Adverbials	➤ Extend sentences using: ➤ 'AWHITEBUS' subordinating conjunctions ➤ Prepositions	➤ Present and Past tense ➤ Past Perfect tense ➤ Present Perfect tense	➤ Adventurous vocabulary ➤ Adjectives and adverbs for description	CL . ? ! , ' " "	➤ Joined handwriting ➤ Accurate spelling ➤ Able to correct spelling mistakes
Y5:	➤ Open sentences using: ➤ 'AWHITEBUS' subordinating conjunctions ➤ Prepositions ➤ Adverbials	➤ Extend sentences using: ➤ 'AWHITEBUS' subordinating conjunctions ➤ Prepositions ➤ Relative clauses	➤ Modal verbs ➤ Present and past tense ➤ Past and Present Perfect tense ➤ Past and present Progressive tense	➤ A wide range of ambitious vocabulary used precisely	CL . ? ! , ' " " "() - -	➤ Joined handwriting ➤ Accurate spelling ➤ Able to correct spelling mistakes
Y6+:	➤ Open sentences in a wide variety of ways ➤ Combine and extend sentences in a wide variety of ways ➤ Integrate dialogue into narratives to convey character and action ➤ Control writing including levels of formality and appropriate tone		➤ Use all tenses consistently throughout writing	➤ A wide range of ambitious vocabulary used precisely ➤ Literary features: ➤ Simile, metaphor, figurative language, alliteration, dialect	CL . ? ! , ' " " "() - - ... : ;	➤ Joined handwriting ➤ Accurate spelling ➤ Able to correct spelling mistakes

