



Lacewood Primary School – Writing Progression Document

Letter formation / Handwriting

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ achieve a good posture when sitting at a table – BBC position. ➤ begin to develop tripod grip of a pencil/pen. ➤ use a range of tools competently, safely and confidently. *Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ➤ form lower case and capital letters correctly. 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ sit correctly at a table, holding a pencil comfortably and correctly – BBC position. ➤ continue to develop tripod grip of a pencil/pen. ➤ write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place. ➤ form digits 0-9. 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ sit correctly at a table, holding a pencil comfortably and correctly – BBC position. ➤ master the tripod grip of a pen/pencil. ➤ form lower case letters of the correct size, relative to one another. ➤ use spacing between words that reflects the size of the letters. ➤ write capital letters and digits of the 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ use the diagonal and horizontal strokes needed to join letters. ➤ Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<p>In addition to KS1 and Year 3 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. ➤ Continue to Increase the legibility, consistency and quality of handwriting, eg: by ensuring that down strokes of letters are 	<p>In addition to KS1 and lower KS2 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. ➤ begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version. 	<p>In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version. ➤ choose the writing implement which is best suited for a task



Lacewood Primary School – Writing Progression Document

<ul style="list-style-type: none"> ➤ write recognisable letters. ➤ form lower case and capital letters correctly. 		<p>correct size, orientation and relationship to one another and to lower case letters.</p> <ul style="list-style-type: none"> ➤ begin to use the diagonal and horizontal strokes needed to join letters. 		<p>parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	
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Planning, Drafting and Editing

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ articulate their ideas and thoughts in simple phrases and sentences. ➤ describe events(orally) in some detail. ➤ use new vocabulary in conversation. ➤ listen to and talk about stories to 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ compose a sentence orally before writing. ➤ Say a sentence out loud before writing it – oral rehearsal. 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ write narratives about personal experiences and those of others (real and fictional). ➤ plan what they are going to write about, including 	<p>In addition to KS1 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ use ideas from their own reading and modelled examples to plan their writing. ➤ begin to proofread their 	<p>In addition to KS1 and Year 3 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and 	<p>In addition to KS1 and lower KS2 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 	<p>In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ note down and develop initial ideas, drawing on reading and research where necessary. ➤ use appropriate organisational and presentational



Lacewood Primary School – Writing Progression Document

<p>build familiarity and understanding.</p> <ul style="list-style-type: none"> ➤ retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ➤ re-read what they have written to check it makes sense. 	<ul style="list-style-type: none"> ➤ sequence sentences to form short narratives. ➤ read their writing to check that it makes sense to themselves and to an adult. ➤ to begin to independently make a change to their writing so that they make their writing better. 	<p>writing down ideas and/or key words and new vocabulary eg: mind-maps.</p> <ul style="list-style-type: none"> ➤ sequence what they want to say sentence by sentence. ➤ make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. ➤ read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary. 	<p>own and others' work to check for errors (with increasing accuracy) and to make improvements – blue editing pens introduced A1.</p> <ul style="list-style-type: none"> ➤ organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end). 	<p>an increasing range of sentence structures.</p> <ul style="list-style-type: none"> ➤ consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. ➤ proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using blue editing pens. 	<ul style="list-style-type: none"> ➤ consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing. ➤ proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details. ➤ link ideas across paragraphs using cohesive devices. ➤ proofread their work to assess the effectiveness of their own and others' writing and to make necessary 	<p>devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <ul style="list-style-type: none"> ➤ use a wide range of devices to build cohesion within and across paragraphs. ➤ consistently proofread for spelling and punctuation errors. ➤ make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ➤ recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
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Lacewood Primary School – Writing Progression Document

		<ul style="list-style-type: none"> ➤ check for errors in spelling, grammar and punctuation with the help of an adult where necessary. 			<p>corrections and improvements using blue editing pens.</p>	<ul style="list-style-type: none"> ➤ Use blue editing pens independently.
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Audience, Purpose and Structure

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ use new vocabulary verbally. ➤ describe events that have happened to them to a familiar adult or peer. ➤ explain how things work and why they might happen. ➤ develop social phrases. 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. ➤ start to engage readers in 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. ➤ use new vocabulary from their reading, their discussions about it (one-to-one and as a 	<p>In addition to KS1 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, 	<p>In addition to KS1 and Year 3 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices eg: text boxes, bullet points etc) ➤ write a range of narratives that are well- 	<p>In addition to KS1 and lower KS2 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. ➤ describe settings, characters and atmosphere with carefully- chosen 	<p>In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).



Lacewood Primary School – Writing Progression Document

<ul style="list-style-type: none"> ➤ use new vocabulary in different contexts. ➤ participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. 	<p>stories and news telling by using adjectives to describe.</p> <ul style="list-style-type: none"> ➤ begin to write for different purposes: poetry, instructions, letter. 	<p>whole class) and from their wider experiences.</p> <ul style="list-style-type: none"> ➤ read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>vocabulary and grammar.</p> <ul style="list-style-type: none"> ➤ use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). ➤ make deliberate, ambitious word choices to add detail. ➤ create settings, characters and plot in narratives. ➤ begin to use dialogue to convey a character. 	<p>structured and well-paced.</p> <ul style="list-style-type: none"> ➤ create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. ➤ use dialogue to convey a character and to start to advance the action. 	<p>vocabulary to enhance mood, clarify meaning and create pace.</p> <ul style="list-style-type: none"> ➤ use dialogue to convey a character and to advance the action. ➤ perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> ➤ distinguish between the language of speech and writing and to choose the appropriate level of formality. ➤ select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
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Lacewood Primary School – Writing Progression Document

Sentence Structure (Including punctuation and grammar)

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ verbally, use new vocabulary. ➤ articulate their ideas and thoughts in verbal sentences. ➤ connect one idea or action to another verbally using a range of simple conjunctions (and, but, so) ➤ offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ➤ express their ideas and feelings about their 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ use simple sentence structures that are accurately punctuated with a capital letter and a full stop. ➤ use simple conjunctions (and, but) to link ideas in sentences. ➤ form simple compound sentences. ➤ use capital letters for names, places, the days of the week and the personal pronoun 'I'. 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ use the present tense and the past tense mostly correctly and consistently. ➤ form sentences with different forms: statement, question, exclamation, command. ➤ use co-ordination (or/and/but). ➤ use some subordination (when/if/that/because). ➤ use expanded noun phrases to describe and 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. ➤ use 'a' or 'an' correctly throughout a piece of writing. ➤ use simple conjunctions confidently and accurately. ➤ use subordinate clauses, extending the range of sentences with more than one 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ maintain an accurate tense throughout a piece of writing. ➤ use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. ➤ use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. ➤ ensure the consistent and correct use of tense throughout all pieces of writing. ➤ use a range of conjunctions accurately, varying the position within the sentence. ➤ use a wide range of linking 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. ➤ use the subjunctive form in formal writing. ➤ use the perfect form of verbs to mark relationships of time and cause. ➤ use the passive voice accurately within appropriate pieces. ➤ use question tags in informal writing (a



Lacewood Primary School – Writing Progression Document

<p>experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> <p>➤ recognise that a capital letter and full stop are needed to form an accurate sentence.</p>	<p>➤ use finger spaces.</p> <p>➤ use full stops to end sentences.</p> <p>➤ use question marks and exclamation marks.</p>	<p>specify (e.g. the blue butterfly).</p> <p>➤ use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> • capital letters, full stops, question marks and exclamation marks; • commas to separate lists; • apostrophes to mark singular possession and contractions. 	<p>clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>➤ use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>➤ use the full range of punctuation from previous year groups.</p> <p>➤ punctuate direct speech using inverted commas (speech marks).</p>	<p>which are sometimes in varied positions within sentences.</p> <p>➤ Use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>➤ consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition.</p> <p>➤ use all of the necessary punctuation in direct speech,</p>	<p>words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>➤ use relative clauses beginning with a relative pronoun with confidence.</p> <p>➤ to use the passive voice.</p> <p>➤ use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>➤ use brackets, dashes or commas to</p>	<p>very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she? ', the words 'didn't she' are a question tag.")</p> <p>➤ use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
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Lacewood Primary School – Writing Progression Document

				<p>including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <ul style="list-style-type: none"> ➤ consistently use apostrophes for singular and plural possession. ➤ to use a colon and semi colon for lists. 	<p>indicate parenthesis.</p> <ul style="list-style-type: none"> ➤ to use a colon and semi colon in lists to separate clauses. 	
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Children to build upon, and introduce new terminology year on year.

<p>Recognise and use terms:</p> <ul style="list-style-type: none"> • Capital letter • Full stop <p>Understand that these are needed to</p>	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> • Letter • Capital letter • Word • Singular • Plural 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> • Noun • Noun phrase • Statement • Question • Exclamation 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> • Preposition • Conjunction • Word family • Prefix • Clause 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • Adverbial 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> • Modal verb • Relative pronoun • Relative clause • Parenthesis 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> • Subject • Object • Active • Passive • Synonym • Antonym
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Lacewood Primary School – Writing Progression Document

make an accurate sentence.	<ul style="list-style-type: none"> • Sentence • Punctuation • Full stop • Question mark • Exclamation mark. 	<ul style="list-style-type: none"> • Command • Compound • Suffix • Adjective • Verb • Adverb • Present and past tense • Apostrophe • Comma 	<ul style="list-style-type: none"> • Subordinate clause • Direct speech • Consonant • Vowel • Inverted commas (speech marks) 		<ul style="list-style-type: none"> • Brackets • Dash • Cohesion • Ambiguity 	<ul style="list-style-type: none"> • Ellipsis • Hyphen • Colon • Semi-colon • Bullet points
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Phonic & Whole word spelling

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ listen to and hear the sounds in CVC, CVCC and CCVC words. ➤ recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat 	<ul style="list-style-type: none"> ➤ spell words containing each of the 40+ phonemes taught ➤ spell common exception words ➤ spell the days of the week ➤ name the letters of the alphabet in order ➤ use letter names to distinguish between 	<ul style="list-style-type: none"> ➤ segment spoken words into phonemes and represent these by graphemes, spelling many correctly ➤ learn new ways of spelling phonemes for which 1 or 	<ul style="list-style-type: none"> ➤ spell further homophones ➤ spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> ➤ spell further homophones ➤ spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> ➤ spell some words with 'silent' letters ➤ continue to distinguish between homophones and other words which are often confused ➤ use knowledge of morphology 	<ul style="list-style-type: none"> ➤ spell some words with 'silent' letters ➤ continue to distinguish between homophones and other words which are often confused ➤ use knowledge of morphology



Lacewood Primary School – Writing Progression Document

<ul style="list-style-type: none"> ➤ and use this when writing. ➤ spell some taught common exception/ high frequency and familiar words 	<ul style="list-style-type: none"> ➤ alternative spellings of the same sound ➤ spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red ➤ make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations 	<ul style="list-style-type: none"> ➤ more spellings are already known, and learn some words with each spelling, including a few common homophones ➤ learn to spell common exception words ➤ distinguish between homophones and near-homophones 			<ul style="list-style-type: none"> ➤ and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ul style="list-style-type: none"> ➤ and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
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Other word building spelling

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ➤ use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular 	<ul style="list-style-type: none"> ➤ learning the possessive apostrophe (singular) ➤ learn to spell more words with contracted forms 	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand how to add them ➤ place the possessive apostrophe 	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand how to add them ➤ place the possessive apostrophe 	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand the guidance for adding them ➤ use dictionaries to check the spelling and 	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand the guidance for adding them ➤ use dictionaries to check the spelling and



Lacewood Primary School – Writing Progression Document

	<ul style="list-style-type: none"> ➤ marker for verbs ➤ use the prefix un– ➤ use –ing, –ed, –er and –est where no change is needed in the spelling of root words ➤ apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> ➤ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ➤ show awareness of silent letters in spelling e.g. knight, write ➤ use –le ending as the most common spelling for this sound at the end of words ➤ apply spelling rules and guidelines from Appendix 1 	<p>accurately in words with regular plurals and in words with irregular plurals</p> <ul style="list-style-type: none"> ➤ use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<p>accurately in words with regular plurals and in words with irregular plurals</p> <ul style="list-style-type: none"> ➤ use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<p>meaning of words</p> <ul style="list-style-type: none"> ➤ use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<p>meaning of words</p> <ul style="list-style-type: none"> ➤ use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription						
<ul style="list-style-type: none"> ➤ Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are 	<ul style="list-style-type: none"> ➤ Write from memory simple sentences dictated by the teacher that include the GPC's and common exception 	<ul style="list-style-type: none"> ➤ Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> ➤ Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> ➤ Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> ➤ Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> ➤ Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.



Lacewood Primary School – Writing Progression Document

phonetically plausible.	words taught so far.					
Contexts for writing (Purpose) – See separate writing purposes progression for content						

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ Child initiated writing (in role, and for purpose) ➤ write narratives about personal experiences and those of others (real and fictional) ➤ write about real events ➤ write poetry ➤ write for different purposes 	<ul style="list-style-type: none"> ➤ Writing to entertain- Stories ➤ Writing to entertain- Poetry ➤ Writing to entertain- Character Description ➤ Writing to inform- Recount (Daily news) ➤ Writing to inform- instructions ➤ Writing to inform/ entertain- letter ➤ Writing to inform- Recount (Trip) 	<ul style="list-style-type: none"> ➤ Writing to entertain: Character Description ➤ Writing to entertain: Setting description ➤ Writing to entertain: Poem ➤ Writing to entertain: Story (3 part) ➤ Writing to entertain: Adventure story ➤ Writing to inform: Letter ➤ Writing to inform: Newspaper Report ➤ Writing to inform: Recount (Trip) 	<ul style="list-style-type: none"> ➤ Writing to entertain: Setting description ➤ Writing to entertain: Character description ➤ Writing to entertain: Kennings poems ➤ Writing to inform: Instructions ➤ Writing to inform: Diary entry ➤ Writing to inform: Explanation text ➤ Writing to inform: Non-Chronological report 	<ul style="list-style-type: none"> ➤ Writing to entertain: Setting description ➤ Writing to entertain: Character description ➤ Writing to entertain: Performance poem ➤ Writing to entertain: 5-part story ➤ Writing to inform: Diary entry ➤ Writing to inform: Explanation text ➤ Writing to Inform: Informal Letter ➤ Writing to Inform: Non-Chronological report 	<ul style="list-style-type: none"> ➤ Writing to entertain: Setting description ➤ Writing to entertain: Character description ➤ Writing to entertain: Poetry (spoken in silence) ➤ Writing to inform: Explanation text ➤ Writing to Inform: Informal Letter ➤ Writing to inform: Non-Chronological report 	<ul style="list-style-type: none"> ➤ Writing to entertain: Setting description ➤ Writing to entertain: Character description ➤ Writing to entertain: 5-part story ➤ Writing to entertain: Portal story ➤ Writing to entertain: Poetry ➤ Writing to Inform: Informal Letter ➤ Writing to inform: Non-Chronological report



Lacewood Primary School – Writing Progression Document

		<ul style="list-style-type: none"> ➤ Writing to inform: Diary ➤ Writing to inform: Non-Chronological Report ➤ Writing to inform: Instructions 	<ul style="list-style-type: none"> ➤ Writing to inform: Newspaper report ➤ Writing to Persuade: poster 	<ul style="list-style-type: none"> ➤ Writing to inform: Non-Chronological report ➤ Writing to inform: Newspaper report ➤ Writing to Inform: Biography ➤ Writing to Persuade: Advertisement 	<p>Newspaper report</p> <ul style="list-style-type: none"> ➤ Writing to Inform: Biography ➤ Writing to Persuade: Advertisement ➤ Writing to Discuss: Biased Argument 	<ul style="list-style-type: none"> ➤ Writing to inform: Newspaper report ➤ Writing to Inform: Biography ➤ Writing to inform: Diary entry ➤ Writing to persuade: speech ➤ Writing to Discuss: Biased Argument ➤ Writing to Discuss: West End Show Review
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