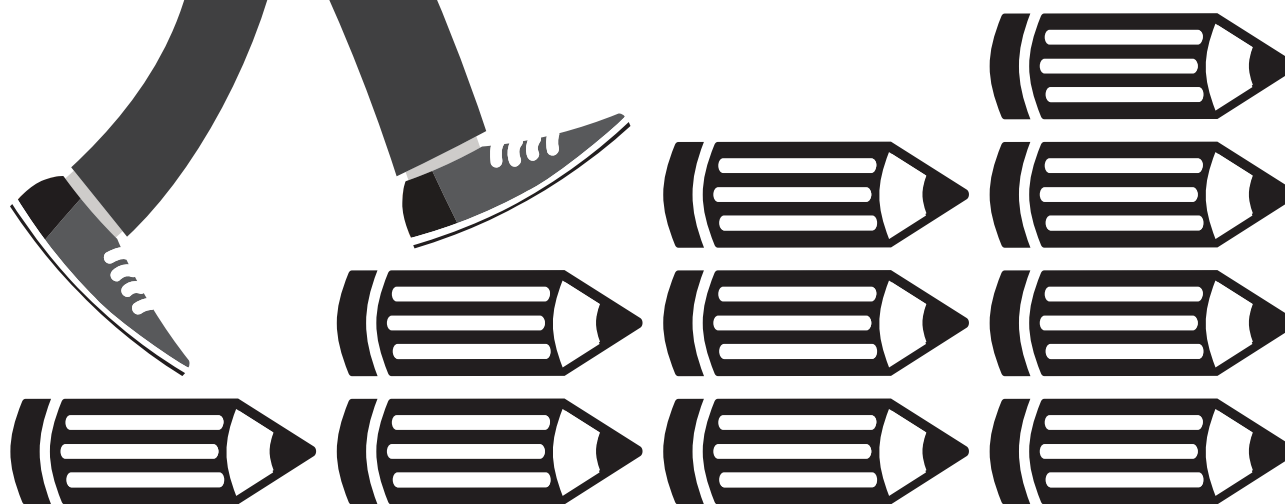




Learning and Progression Steps

Group Writing Grids





Learning and Progression Steps (LAPS) in Writing

Group Writing Grids

What are Learning and Progression Steps (LAPS)?

The Learning and Progression Steps are designed to scaffold the learning required in order to meet the expectations of the National Curriculum. Statements in the Lancashire Key Learning for Writing document have been broken down into smaller steps to support teachers in planning appropriate learning opportunities. These key pieces of learning will support pupils in becoming effective and reflective independent writers.

Where have they come from?

The Learning and Progression Steps (LAPS) have been derived from the *Lancashire Key Learning in Writing* statements, identified primarily from the National Curriculum 2014 programmes of study.

How are they different from the *Key Learning Statements*?

The Learning and Progression Steps (LAPS) are smaller, progressive steps which support learning towards the *Key Learning in Writing* expectations. LAPS are numerically ordered from LAP 1 to LAP 3, to reflect the gradual development of the skill/s involved.

How are they different from the *Key Learning Indicators of Performance (KLIPs)*?

The *Key Learning Indicators of Performance* (KLIPs) document is an assessment tool. The *Learning and Progression Steps* (LAPS) document is a planning tool and is not intended to be used for summative assessment purposes.

Does LAP 1 mean a child is 'entering', LAP 2 'developing' and LAP 3 'secure'?

No. The terms 'entering', 'developing' and 'secure' are used in Lancashire's assessment approach, KLIPs, as summative judgements in relation to age related expectations. Definitions for these terms can be found in the introduction to the KLIPs document.

How might *Learning and Progression Steps (LAPS) in Writing* be useful?

Learning and Progression Steps (LAPS) may be used in a number of ways.

For whole class teaching, LAPS may be used to support differentiation. When planning Guided Writing, it may be appropriate to use LAPS statements to inform learning objectives for a session or number of sessions. In order to ensure that gaps in learning are addressed, teachers may find it helpful to use different LAPS grids for different groups.



Learning and Progression Steps (LAPS) in Writing Group Writing Grids

LAPS should be selected according to the learning needs of the individual or group. Some children may need to progress through LAPS 1, 2 and 3 in order to meet an age related expectation, whereas others may have a different starting point, perhaps beginning at LAP 3, thus meeting the age related expectation sooner. Emphasis however, should always be on developing breadth and depth of learning to ensure skills, knowledge and understanding are sufficiently embedded before moving on.

Are LAPS suitable to use as pupil targets for writing?

The Lancashire Primary English Team has produced an accompanying document which contains pupil targets written in child-friendly language. These targets relate directly to the Learning and Progression Steps for Writing (LAPS).

The following Lancashire writing documents can be downloaded from **www.lancsngfl.ac.uk**

- Key Learning in Writing.
- Learning and Progression Steps (LAPS) in Writing: Planning for Progression.
- Learning and Progression Steps (LAPS) in Writing: Children's Targets for Writing.
- Key Learning Indicators of Performance in Writing (KLIPs).

Learning and Progression Steps in Writing

Group Writing Grids: Year 1 LAP 1



Range of Writing:	<ul style="list-style-type: none"> Fiction e.g. <i>traditional tales, stories with repetitive patterns, stories from other cultures, fantasy.</i> Non-fiction e.g. <i>instructions, recounts, non-chronological reports.</i> Poetry e.g. <i>poems on a theme, traditional rhymes.</i> 		Year 1	
			Class:	
			Group:	
			Date/Term:	
Composition	Year 1 LAP 1			
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Repeat a simple sentence modelled, e.g. <i>spoken by an adult or puppet.</i> Replicate in writing so that it can be read by themselves and others. 			
	<ul style="list-style-type: none"> With adult prompting, separate words with spaces, e.g. <i>using a finger or lollipop stick as a spacer.</i> 			
	<ul style="list-style-type: none"> Use full stops to demarcate simple sentences. 			
	<ul style="list-style-type: none"> Recognise and write from memory capital letters. 			
	<ul style="list-style-type: none"> Use capital letter for the personal pronoun <i>I</i>. 			
	<ul style="list-style-type: none"> Identify and use question marks. 			
	<ul style="list-style-type: none"> Use the joining word <i>and</i> to link words in sentences, e.g. <i>Henry had a duck <u>and</u> a dog. Penguins can slip <u>and</u> slide.</i> 			
Composition: Planning	<ul style="list-style-type: none"> Orally plan and sequence ideas in narrative, e.g. <i>with adult support, create a story using small world props or pictures and orally rehearse.</i> 			
	<ul style="list-style-type: none"> Orally rehearse ideas linked to non-fiction, e.g. <i>pass a 'microphone' around the group, into which each child can speak their sentence.</i> 			
Composition: Drafting and Writing	<ul style="list-style-type: none"> Orally compose every sentence before writing, e.g. <i>say the sentence three times to fix it in working memory.</i> 			
	<ul style="list-style-type: none"> With adult support, re-read every sentence to check it makes sense. 			
	<ul style="list-style-type: none"> Orally compose and write sentences to form short narratives. 			
	<ul style="list-style-type: none"> Orally compose simple sentences to write short non-fiction texts, e.g. <i>information text, postcard, instructions.</i> 			
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Discuss their writing with adults and peers, giving an opinion, e.g. <i>I like my story because...</i> 			
Composition: Performing	<ul style="list-style-type: none"> Read their writing to an adult. 			

Learning and Progression Steps in Writing

Group Writing Grids: Year 1 LAP 2



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>traditional tales, stories with repetitive patterns, stories from other cultures, fantasy.</i> Non-fiction e.g. <i>instructions, recounts, non-chronological reports.</i> Poetry e.g. <i>poems on a theme, traditional rhymes.</i> 						
Composition	Year 1 LAP 2						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Say, and hold in memory whilst writing, sentences that can be read by themselves and others. 						
	<ul style="list-style-type: none"> Separate words with spaces. 						
	<ul style="list-style-type: none"> Use capital letters and full stops to demarcate simple sentences. 						
	<ul style="list-style-type: none"> Use capital letters for names of people, places and days of the week. 						
	<ul style="list-style-type: none"> Identify and use exclamation marks. 						
	<ul style="list-style-type: none"> Use the joining word <i>and</i> to link clauses, e.g. <i>They all pulled the turnip <u>and</u> it came out of the ground. Peel the banana <u>and</u> slice it into pieces.</i> 						
	<ul style="list-style-type: none"> Use the joining word <i>but</i> to link words (<i>I have two sisters <u>but</u> no brothers.</i>) and clauses (<i>Cinderella wanted to go to the ball <u>but</u> she didn't have a dress.</i>) 						
Composition: Planning	<ul style="list-style-type: none"> Sequence ideas and events in narrative, e.g. <i>creating a story map and using it to orally rehearse ideas.</i> 						
	<ul style="list-style-type: none"> Sequence events in non-fiction recounts, e.g. <i>use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'.</i> Use these to orally rehearse. 						
Composition: Drafting and Writing	<ul style="list-style-type: none"> Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'. 						
	<ul style="list-style-type: none"> Re-read every sentence to check it makes sense. 						
	<ul style="list-style-type: none"> Orally compose and sequence their own sentences to write short narratives. 						
	<ul style="list-style-type: none"> Orally compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, instructions.</i> 						
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Discuss their writing with adults, saying what they like about it, e.g. <i>my favourite word is...</i> 						
Composition: Performing	<ul style="list-style-type: none"> Read their writing audibly to a small group. 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 1 LAP 3



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>traditional tales, stories with repetitive patterns, stories from other cultures, fantasy.</i> Non-fiction e.g. <i>instructions, recounts, non-chronological reports.</i> Poetry e.g. <i>poems on a theme, traditional rhymes.</i> 	Year 1					
		Class:					
		Group:					
		Date/Term:					
Composition	Year 1 LAP 3						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and'. 						
	<ul style="list-style-type: none"> Separate words with spaces of a roughly consistent size. 						
	<ul style="list-style-type: none"> Use capital letters and full stops to demarcate simple sentences in independent writing. 						
	<ul style="list-style-type: none"> Use capital letters for names of people, places, days of the week and the personal pronoun <i>I</i>, e.g. <i>editing and improving independent writing with support.</i> 						
	<ul style="list-style-type: none"> Identify and use question marks and exclamation marks in independent writing. 						
	<ul style="list-style-type: none"> Use the joining word <i>and</i> to link words and clauses in independent writing. 						
	<ul style="list-style-type: none"> Use the joining word <i>or</i> to link words (<i>I could sleep in the tent <u>or</u> the caravan.</i>) and clauses (<i>The Little Robot could stay in the forest <u>or</u> he could ride on the train.</i>) 						
Composition: Planning	<ul style="list-style-type: none"> Use familiar plots for structuring the opening, middle and end of their stories, e.g. <i>innovating on a known story and orally rehearse.</i> 						
	<ul style="list-style-type: none"> Sequence ideas and events in different non-fiction texts, e.g. <i>decide on information or events to put on each page in a simple non-fiction book.</i> 						
Composition: Drafting and Writing	<ul style="list-style-type: none"> Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'. 						
	<ul style="list-style-type: none"> Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words. 						
	<ul style="list-style-type: none"> Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. 						
	<ul style="list-style-type: none"> Orally compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts.</i> 						
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Discuss their writing with adults and peers, e.g. <i>using speaking frames such as 'The best word I have used is...'; 'My handwriting is good because...'; 'I am proud of my writing because...'</i> 						
Composition: Performing	<ul style="list-style-type: none"> Read aloud their writing audibly to adults and peers, e.g. <i>larger group or whole class.</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 2 LAP 1



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. traditional tales, stories with familiar settings, animal adventures, stories based on models from reading. Non-fiction, e.g. instructions, recounts, letters, persuasive texts, non-chronological reports, explanations. Poetry e.g. classic poems, poems on a theme, poems with a structure. 						
Composition	Year 2 LAP 1						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the joining words <i>and</i> and <i>but</i> (co-ordination). 						
	<ul style="list-style-type: none"> Use sentences with different forms: questions and exclamations. 						
	<ul style="list-style-type: none"> Secure the use of full stops, capital letters, exclamation marks and question marks. 						
	<ul style="list-style-type: none"> Use subordination for time using <i>when</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> 						
	<ul style="list-style-type: none"> Use subordination for reason using <i>because</i> e.g. <i>He wore his coat because it was raining. Because it was raining, he wore his coat.</i> 						
	<ul style="list-style-type: none"> Use the subordinating conjunction <i>that</i> in oral sentences using starter prompts, e.g. <i>I hope that ...; My teacher told me that...; He said that...</i> 						
	<ul style="list-style-type: none"> Identify, understand and select verbs to complete sentences. 						
	<ul style="list-style-type: none"> Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, e.g. She <u>is watching</u> television. I <u>am reading</u> my favourite book. 						
	<ul style="list-style-type: none"> Use past tense accurately and consistently for narratives, recounts and historical reports. 						
	<ul style="list-style-type: none"> Identify, understand and select nouns to complete sentences. 						
	<ul style="list-style-type: none"> Generate, select and effectively use adjectives. 						
	<ul style="list-style-type: none"> Identify, understand and select adverbs to complete sentences. 						
Composition: Planning	<ul style="list-style-type: none"> Discuss and plan what to write about e.g. <i>story mapping, innovating on a known story, generating and developing vocabulary and ideas.</i> 						
Composition: Drafting and Writing	<ul style="list-style-type: none"> Orally rehearse each sentence prior to writing including simple and compound sentences. 						
	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to entertain children in Reception with our traditional tales.</i> Discuss the language needed, e.g. <i>story book language; repeated words and phrases to join in with.</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 2 LAP 1



Composition: Evaluating and Editing	<ul style="list-style-type: none"> Edit and improve own writing with specific guidance from the teacher, e.g. <i>Can you add the question marks to the sentences where they are needed?</i> 						
	<ul style="list-style-type: none"> Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better. 						
	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation. 						
Composition: Performing	<ul style="list-style-type: none"> Read aloud their writing with intonation, taking note of punctuation to make the meaning clear, e.g. <i>pausing at full stops, question marks and exclamation marks.</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 2 LAP 2



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. traditional tales, stories with familiar settings, animal adventures, stories based on models from reading. Non-fiction, e.g. instructions, recounts, letters, persuasive texts, non-chronological reports, explanations. Poetry e.g. classic poems, poems on a theme, poems with a structure. 						
Composition	Year 2 LAP 2						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the joining words <i>so</i> and <i>or</i> (co-ordination). 						
	<ul style="list-style-type: none"> Use sentences with different forms: statements and commands. 						
	<ul style="list-style-type: none"> With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. 						
	<ul style="list-style-type: none"> Use commas to separate items in a list. 						
	<ul style="list-style-type: none"> Use subordination for time using <i>before</i> and <i>after</i> e.g. <i>We ate our picnic before the rain came. Before the rain came, we ate our picnic.</i> 						
	<ul style="list-style-type: none"> Use subordination for reason using <i>if</i> e.g. <i>If a plant does not get enough water, it will die. If people eat too much sugar, it can cause tooth decay. If you want to stay healthy, get plenty of exercise.</i> 						
	<ul style="list-style-type: none"> Use the subordinating conjunction <i>that</i> in sentences and use in narrative writing, e.g. <i>Dougal said that he would love to stay.</i> 						
	<ul style="list-style-type: none"> Generate, select, and effectively use verbs. 						
	<ul style="list-style-type: none"> Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, e.g. <i>He <u>was singing</u> at the top of his voice. They <u>were flying</u> through space.</i> 						
	<ul style="list-style-type: none"> Use present tense accurately and consistently for non-chronological reports and persuasive adverts. 						
	<ul style="list-style-type: none"> Generate, select and effectively use nouns. 						
	<ul style="list-style-type: none"> Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases, e.g. <i>the ferocious green dragon.</i> 						
	<ul style="list-style-type: none"> Generate, select and effectively use adverbs. 						
Composition: Planning	<ul style="list-style-type: none"> Discuss and plan what to write about e.g. <i>story mapping, innovating on a known story, extending vocabulary and ideas.</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 2 LAP 2



Composition: Drafting and Writing	<ul style="list-style-type: none"> Orally rehearse every sentence before writing, including those which have been extended. 						
	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to entertain our classmates with our explorer stories</i>. Discuss structure needed, e.g. <i>an opening which introduces the character, problem/s and ending</i>. Plan and write clear sections, drafting short sections as appropriate. 						
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Edit and improve own writing with some signposting from the teacher, e.g. <i>I have put a star next to a sentence that I think can be improved. Can you improve it?</i> 						
	<ul style="list-style-type: none"> Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults. 						
	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, e.g. spotting and changing <i>he walking to the shop</i> to <i>he walked to the shop</i>. 						
Composition: Performing	<ul style="list-style-type: none"> Read aloud their writing with intonation taking note of punctuation to make the meaning clear e.g. <i>pausing at commas which separate items in a list</i>. 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 2 LAP 3



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. traditional tales, stories with familiar settings, animal adventures, stories based on models from reading. Non-fiction, e.g. instructions, recounts, letters, persuasive texts, non-chronological reports, explanations. Poetry e.g. classic poems, poems on a theme, poems with a structure. 						
Composition	Year 2 LAP 3						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Within their own writing, edit and improve simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> (co-ordination). 						
	<ul style="list-style-type: none"> Use and punctuate correctly sentences with different forms: statement, question, command, exclamation. 						
	<ul style="list-style-type: none"> Independently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. 						
	<ul style="list-style-type: none"> Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing. 						
	<ul style="list-style-type: none"> Use apostrophes for contracted forms e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, <i>I'll</i>. 						
	<ul style="list-style-type: none"> Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>. 						
	<ul style="list-style-type: none"> Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i> e.g. <i>Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot.</i> 						
	<ul style="list-style-type: none"> Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I would go on an exotic holiday if I won the lottery. If I won the lottery, I would go on an exotic holiday.</i> 						
	<ul style="list-style-type: none"> Use the subordinating conjunction <i>that</i> in sentences and use these in non-fiction writing such as a recount or letter, e.g. <i>I thought that Mr Jones was going to fall in the water! I hope that you write back soon.</i> 						
	<ul style="list-style-type: none"> Independently, edit and improve own writing by strengthening the use of verbs. 						
	<ul style="list-style-type: none"> Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. 						
	<ul style="list-style-type: none"> Independently, edit and improve own writing to ensure accurate and consistent use of tense, e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations. 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 2 LAP 3



Vocabulary, Grammar and Punctuation Contd.	<ul style="list-style-type: none"> Independently, edit and improve own writing by strengthening the use of nouns. 						
	<ul style="list-style-type: none"> Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). 						
	<ul style="list-style-type: none"> Independently, edit and improve own writing by strengthening the use of adverbs. 						
Composition: Planning	<ul style="list-style-type: none"> Discuss and plan what to write about e.g. <i>story mapping, innovating on a known story, drawing on vocabulary and ideas from reading.</i> 						
Composition: Drafting and Writing	<ul style="list-style-type: none"> Drawing on sentence structures from known texts, orally rehearse every sentence before writing, e.g. <i>This is a story about a rat. Not any old rat but a rat who travelled the highway!</i> 						
	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to persuade children in Year 1 to visit our farm shop</i>. Discuss the language and structural organisation needed, e.g. <i>a snappy slogan, a question, alliteration, bullet points, exclamations, captions.</i> 						
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Edit and improve own writing in relation to audience and purpose. 						
	<ul style="list-style-type: none"> Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience. 						
	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, e.g. spotting and changing <i>he walking to the shop</i> to <i>he walked to the shop</i> or <i>he was walking to the shop</i>. 						
Composition: Performing	<ul style="list-style-type: none"> Read aloud their writing with tone and intonation, taking note of punctuation to make the meaning clear e.g. <i>pausing at full stops, changing voice in response to an exclamation mark and question mark.</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 3 LAP 1



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>fables, folk tales, mystery, adventure, fantasy, play scripts.</i> Non-fiction e.g. persuasive letters, diaries, non-chronological reports, explanations, recounts (biographies), discussion. Poetry e.g. classic poems, shape poems, calligrams, poems on a theme. 	Year 3					
		Class:					
		Group:					
		Date/Term:					
Composition	Year 3 LAP 1						
Vocabulary, Grammar and Punctuation	Identify clauses in sentences.						
	Explore and identify main and subordinate clauses in complex sentences.						
	Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, while, before, after.</i>						
	Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Before he started making films, Walt Disney worked as an artist. After the bird had sprinkled the crumbs, a magnificent forest sprang up.</i>						
	Identify, understand and select prepositions to complete sentences e.g. <i>above, below, beneath, within, outside, beyond.</i>						
	Identify, understand and select adverbs to complete sentences e.g. <i>suddenly, silently, eventually, cautiously, timidly.</i>						
	Identify speech within a passage of text, e.g. <i>highlight the words spoken by a character and the inverted commas (speech marks).</i>						
	Identify, understand and select the perfect form of verbs to complete sentences e.g. <i>We <u>have researched</u> healthy foods (present perfect) instead of We researched healthy foods (simple past).</i>						
	Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i>						
Composition: Planning	Identify purpose and audience for writing, e.g. <i>to retell events from Walt Disney's life for our Year 2 audience.</i> Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time.						
	Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, timeline, boxing up.</i>						
Composition: Drafting and Writing	Create and develop characters for narrative, e.g. <i>using adjectives, noun phrases, powerful verbs, adding detail to describe appearance and behaviour.</i>						
	Improve a passage prepared by the teacher (e.g. <i>one written using simple sentences only</i>) with a focus on different sentence structures.						
	Using facts provided by the teacher, group related material into paragraphs e.g. <i>sort facts on cards under headings provided.</i>						

Learning and Progression Steps in Writing

Group Writing Grids: Year 3 LAP 1



Composition: Evaluating and Editing	• Proofread to check for errors in spelling, grammar and punctuation in own writing.						
	• Discuss own writing with the teacher and make some improvements the light of evaluation.						
Composition: Performing	• Use appropriate intonation, tone and volume to present their writing to a group or class.						

Learning and Progression Steps in Writing

Group Writing Grids: Year 3 LAP 2



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>fables, folk tales, mystery, adventure, fantasy, play scripts.</i> Non-fiction e.g. persuasive letters, diaries, non-chronological reports, explanations, recounts (biographies), discussion. Poetry e.g. classic poems, shape poems, calligrams, poems on a theme. 	Year 3					
		Class:					
		Group:					
		Date/Term:					
Composition	Year 3 LAP 2						
Vocabulary, Grammar and Punctuation	Identify clauses in sentences.						
	Explore and identify main and subordinate clauses in complex sentences.						
	Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, although, so.</i>						
	Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>If people live near volcanoes, they are in danger of their homes being destroyed. <u>Although</u> the Iron Man fell off the cliff, he wasn't harmed.</i>						
	Generate and select prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i>						
	Select, generate and extend the use of adverbs e.g. <i>first, soon, next, later, yesterday, now, instantly, precisely, securely.</i>						
	Identify and use inverted commas (speech marks) , to punctuate direct speech e.g. <i>improvise a short exchange of dialogue through role play; write and punctuate the speech using inverted commas.</i>						
	Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. Barney said, " <i>I don't know where Stig <u>has gone</u>.</i> " (present perfect) instead of Barney said, " <i>I don't know where Stig <u>went</u>.</i> " (simple past).						
Composition: Planning	Identify purpose and audience for writing, e.g. <i>to entertain other Year 3 children with poems for a class anthology.</i> Discuss the vocabulary, grammar and structural organisation needed.						
	Discuss and record ideas for planning, e.g. <i>for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.</i>						
Composition: Drafting and Writing	Improvise, create and write dialogue using inverted commas (speech marks) , synonyms for 'said' and, where appropriate, adverbs e.g. " <i>Get out of here!</i> " <i>shouted Bob angrily.</i>						
	During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).						
	Group related material into paragraphs, e.g. <i>write facts about a well-known subject on individual sticky notes and group these under headings provided by the teacher.</i>						

Learning and Progression Steps in Writing

Group Writing Grids: Year 3 LAP 2



Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. 						
	<ul style="list-style-type: none"> • Discuss and propose changes with partners and improve writing in the light of evaluation. 						
Composition: Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. <i>pausing at commas to mark clauses in complex sentences in their own story; changing their voice for different characters when reading dialogue.</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 3 LAP 3



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>fables, folk tales, mystery, adventure, fantasy, play scripts</i>. Non-fiction e.g. persuasive letters, diaries, non-chronological reports, explanations, recounts (biographies), discussion. Poetry e.g. classic poems, shape poems, calligrams, poems on a theme. 	Year 3					
		Class:					
		Group:					
		Date/Term:					
Composition	Year 3 LAP 3						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. 						
	<ul style="list-style-type: none"> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>while, since</i>. 						
	<ul style="list-style-type: none"> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads.</i> 						
	<ul style="list-style-type: none"> Generate, select and effectively use prepositions in own writing e.g. <i>above, below, beneath, within, outside, beyond</i>. 						
	<ul style="list-style-type: none"> Independently, edit and improve own writing by strengthening the use of adverbs e.g. <i>swiftly, rudely, wearily, gingerly</i>. 						
	<ul style="list-style-type: none"> Use inverted commas to punctuate direct speech (speech marks) in independent writing. 						
	<ul style="list-style-type: none"> Independently, edit and improve own writing by using the perfect form of verbs where appropriate such as when writing dialogue in narrative and play scripts e.g. <i>Roman Soldier: He <u>has disappeared</u>, Sire!</i> (present perfect) instead of <i>Roman Soldier: He disappeared, Sire!</i> (simple past). 						
Composition: Planning	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to entertain children in Year 1 with our fantasy stories</i>. Discuss the vocabulary, grammar and structural organisation needed, e.g. <i>opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue</i>. 						
	<ul style="list-style-type: none"> Discuss and record ideas for planning, e.g. <i>story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams</i>. 						
Composition: Drafting and Writing	<ul style="list-style-type: none"> Create and develop settings for narrative, e.g. <i>precise nouns, adjectives, noun phrases, details relating to the five senses</i>. 						
	<ul style="list-style-type: none"> During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP). 						
	<ul style="list-style-type: none"> Group related material into paragraphs, identifying suitable headings, e.g. <i>write facts about a well-known subject on individual sticky notes, discuss how these might be grouped, agree on headings and sort accordingly</i>. 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 3 LAP 3



Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. <i>independently using a dictionary to check spellings.</i> 						
	<ul style="list-style-type: none"> • With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. 						
Composition: Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. <i>using adverbs to inform how something is said.</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 4 LAP 1



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>fairy tales, folk tales, fantasy, myths, stories with issues and dilemmas, play scripts.</i> Non-fiction e.g. <i>newspapers, information texts, explanations, persuasion, discussion.</i> Poetry e.g. <i>classic poems, kennings, haiku, cinquain, poems on a theme.</i> 	Year 4					
		Class:					
		Group:					
		Date/Term:					
Composition	Year 4 LAP 1						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Create and use sentences with an adverb starter e.g. <i>Cautiously, Lila approached the fire fiend.</i> Use a comma after an adverb starter. 						
	<ul style="list-style-type: none"> Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Use a comma after the fronted adverbial. 						
	<ul style="list-style-type: none"> Use inverted commas to punctuate direct speech (speech marks). 						
	<ul style="list-style-type: none"> Identify, select and effectively use pronouns e.g. <i>third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its).</i> 						
	<ul style="list-style-type: none"> Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. 						
	<ul style="list-style-type: none"> Explore, identify and use Standard English verb inflections in writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. 						
Composition: Planning	<ul style="list-style-type: none"> Identify and discuss the purpose and audience of the writing e.g. <i>to explain a process to our parents</i>. Discuss the structure, vocabulary and grammar needed, e.g. <i>logically sequenced steps and technical vocabulary</i>. 						
	<ul style="list-style-type: none"> Discuss and record ideas for planning e.g. <i>for non-fiction writing, creating a text map or boxing-up text types to create a plan</i>. 						
Composition: Drafting and Writing	<ul style="list-style-type: none"> Develop characterisation using action, dialogue and description. 						
	<ul style="list-style-type: none"> Improvise and compose dialogue between two characters. 						
	<ul style="list-style-type: none"> Improve a passage prepared by the teacher (e.g. one written using simple and compound sentences only) with a focus on different sentence structures. 						
	<ul style="list-style-type: none"> Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for when e.g. in newspapers: <i>During the past few days, residents have reported vicious seagull attacks on tourists.</i> 						
	<ul style="list-style-type: none"> Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later...</i>, <i>Back at home...</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 4 LAP 1



Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own writing. 						
	<ul style="list-style-type: none"> • Discuss own writing with the teacher or a partner and make some improvements in the light of evaluation. 						
Composition: Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. <i>pausing at commas which follow adverbs</i>. 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 4 LAP 2



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>fairy tales, folk tales, fantasy, myths, stories with issues and dilemmas, play scripts.</i> Non-fiction e.g. <i>newspapers, information texts, explanations, persuasion, discussion.</i> Poetry e.g. <i>classic poems, kennings, haiku, cinquain, poems on a theme.</i> 						
Composition	Year 4 LAP 2						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way <i>up the mountain</i>. Use a comma to separate the clauses. 						
	<ul style="list-style-type: none"> Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled</i>. Use a comma after the fronted adverbial. 						
	<ul style="list-style-type: none"> Use commas after fronted adverbials. 						
	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> 						
	<ul style="list-style-type: none"> Identify, select and effectively use pronouns e.g. <i>second person in persuasion (you, your, yours)</i>. 						
	<ul style="list-style-type: none"> Explore, identify, collect and use noun phrases e.g. <i>the pale-faced boy with hair like straw</i>. 						
	<ul style="list-style-type: none"> Use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. 						
Composition: Planning	<ul style="list-style-type: none"> Identify and discuss the purpose and audience for writing, e.g. <i>to entertain children in Year 3 with our adventure stories</i>. Consider the structure, vocabulary and grammar needed to support this, e.g. <i>powerful verbs to convey action; opening, build-up, problem, resolution ending, some dialogue</i>. 						
	<ul style="list-style-type: none"> Discuss and record ideas for planning e.g. <i>story mountain, chunking a plot and innovating</i>. 						
Composition: Drafting and Writing	<ul style="list-style-type: none"> Develop settings using vocabulary to create emphasis, humour, atmosphere, or suspense. 						
	<ul style="list-style-type: none"> Improvise and compose dialogue to show, or give clues about how a character is feeling, e.g. <i>'You're dishonest and ungrateful!' shouted the Pied Piper</i>. 						
	<ul style="list-style-type: none"> During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP). 						
	<ul style="list-style-type: none"> Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location and time. 						
	<ul style="list-style-type: none"> Link ideas across paragraphs using fronted adverbials for where e.g. <i>Back at the bakery...</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 4 LAP 2



Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. 						
	<ul style="list-style-type: none"> • Discuss and propose changes to own and others' writing with partners/small groups, e.g. <i>more appropriate determiner</i>. Improve writing in light of evaluation. 						
Composition: Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a range of audiences, e.g. <i>pausing at commas following fronted adverbials; using different voices when reading dialogue</i>. 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 4 LAP 3



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>fairy tales, folk tales, fantasy, myths, stories with issues and dilemmas, play scripts.</i> Non-fiction e.g. <i>newspapers, information texts, explanations, persuasion, discussion.</i> Poetry e.g. <i>classic poems, kennings, haiku, poems on a theme.</i> 	Year 4					
		Class:					
		Group:					
		Date/Term:					
Composition	Year 4 LAP 3						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Create and use complex sentences with adverb starters in own writing, e.g. <i>Patiently waiting by the harbour, the people gazed at the horizon.</i> Use a comma to separate the clauses. 						
	<ul style="list-style-type: none"> Create sentences with fronted adverbials for when and where e.g. <i>Moments later, Brer Rabbit appeared. Above the cliffs, the seagulls soared.</i> Use commas after fronted adverbials. 						
	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph when a new speaker says something. 						
	<ul style="list-style-type: none"> Identify, select and effectively use pronouns e.g. <i>first person for diaries, and first person narratives and recounts (I, me, my, mine, we, us our, ours).</i> 						
	<ul style="list-style-type: none"> Explore, identify, collect and use noun phrases e.g. <i>Mowzer watched the <u>boat out in the ocean</u>. Franny was particularly fond of the <u>folk from up the tree</u>.</i> 						
Composition: Planning	<ul style="list-style-type: none"> Identify and discuss the purpose and audience for the writing, e.g. <i>to make our Year 2 readers stop and think with our poems.</i> Carefully consider the structure and vocabulary, e.g. <i>counted syllable structure, precise nouns, alliteration, powerful verbs, effective adjectives.</i> 						
	<ul style="list-style-type: none"> Discuss and record ideas for planning e.g. <i>for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.</i> 						
Composition: Drafting and Writing	<ul style="list-style-type: none"> Plan and write an opening paragraph which combines setting and character/s. 						
	<ul style="list-style-type: none"> Improvise and compose dialogue, demonstrating their understanding of Standard English (for narrative sections) and non-Standard English (for some speech), e.g. <i>"Don't just stand there – wash your 'ands."</i> Mum turned away to lay the table. "Eh?" "Don't say 'eh', say 'pardon'," she snapped. 						
	<ul style="list-style-type: none"> During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP). 						
	<ul style="list-style-type: none"> Use paragraphs to organise writing in fiction, linking ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later..., Back at home...</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 4 LAP 3



Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. <i>Standard English verb inflections such as correct use of 'was' and 'were'.</i> 						
	<ul style="list-style-type: none"> • With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. 						
Composition: Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a range of audiences. Use the voice to respond to the use of Standard and non-Standard English in their own writing, e.g. <i>"Howdy Brer Bear," he called cheerfully. "How're you this fine mornin'?"</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 5 LAP 1



Range of writing:	<ul style="list-style-type: none">• Fiction e.g. <i>myths, legends, stories from other cultures, stories with historical settings, film and play script.</i>• Non-fiction e.g. <i>magazines, information texts, formal reports, persuasive texts, discussion texts.</i>• Poetry e.g. <i>classic narrative poems, poems with figurative language, poems with a structure.</i>		Year 5					
			Class:					
			Group:					
			Date/Term:					
Composition	Year 5 LAP 1							
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">• Create complex sentences by adding a relative clause using a relative pronoun: <i>who, which, where, whose, when, that</i> e.g. <i>Prince Llewellyn had a baby son <u>who</u> was his pride and joy.</i>							
	<ul style="list-style-type: none">• Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i>							
	<ul style="list-style-type: none">• Demarcate complex sentences using commas in order to clarify meaning.							
	<ul style="list-style-type: none">• Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</i>							
	<ul style="list-style-type: none">• Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i>							
	<ul style="list-style-type: none">• Explore, identify, collect and use noun phrases e.g. <i>Gelert stared in horror at the <u>upturned crib with splatters of blood and scratch marks.</u></i>							
Composition: Planning	<ul style="list-style-type: none">• Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. <i>to entertain children in Key Stage 1 with our play scripts which use dialogue to convey thoughts and feelings and move the action on, adverbs as part of stage directions, and organisational information such as ‘Scene 1’.</i>							
	<ul style="list-style-type: none">• Plan writing by drawing on a writing model, e.g. <i>chunking a known fiction text, or boxing up a non-fiction text, in preparation for innovation.</i> Develop and clarify ideas through talk, noting key events and vocabulary on a written plan.							
	<ul style="list-style-type: none">• Examine how authors develop characters in books, e.g. <i>study a short section of text which introduces a character, discuss effect on the reader and make a toolkit of techniques used.</i>							
Composition: Drafting and Writing	<ul style="list-style-type: none">• Show characterisation through the use of description and dialogue, e.g. <i>drawing on reading, develop and use a toolkit to write about a character based on a still or moving image.</i>							
	<ul style="list-style-type: none">• Improve a passage prepared by the teacher (e.g. <i>one written using an overused sentence opener or type</i>) with a focus on different sentence structures.							

Learning and Progression Steps in Writing

Group Writing Grids: Year 5 LAP 1



Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread to ensure: <ul style="list-style-type: none"> ○ Consistent and correct use of tense throughout. ○ Consistent subject and verb agreement. ○ Spelling and punctuation errors are addressed. 						
Composition: Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using an authoritative tone when delivering a persuasive speech.</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 5 LAP 2



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>myths, legends, stories from other cultures, stories with historical settings, film and play script.</i> Non-fiction e.g. <i>magazines, information texts, formal reports, persuasive texts, discussion texts.</i> Poetry e.g. <i>classic narrative poems, poems with figurative language, poems with a structure.</i> 	Year 5					
		Class:					
		Group:					
		Date/Term:					
Composition	Year 5 LAP 2						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Create complex sentences by dropping in a relative clause. e.g. <i>Solar flares, which we see as sunspots, occur when magnetic energy is released.</i> Use a range of relative pronouns: <i>who, which, where, whose, when, that.</i> 						
	<ul style="list-style-type: none"> Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> 						
	<ul style="list-style-type: none"> Demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses. 						
	<ul style="list-style-type: none"> Identify and use commas to indicate parenthesis, e.g. <i>The lighthouse, which had been abandoned for years, towered above the town.</i> 						
	<ul style="list-style-type: none"> Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i> 						
	<ul style="list-style-type: none"> Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i> 						
	<ul style="list-style-type: none"> Use expanded noun phrases to convey information concisely, e.g. <i>Ole Kirk Christiansen was a <u>respected carpenter with his own company</u>.</i> 						
Composition: Planning	<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. <i>to entertain children in Year 4 with our science fiction stories which include futuristic settings, scientific gadgets, time travel, invented words for objects and names for characters.</i> 						
	<ul style="list-style-type: none"> Compare two similar texts and, with support, draw on these to create own plan. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan. 						
	<ul style="list-style-type: none"> Examine how authors develop settings in books, e.g. <i>study a short section of text which describes a setting, discuss effect on the reader and make a toolkit of techniques used.</i> 						
Composition: Drafting and Writing	<ul style="list-style-type: none"> Select <i>appropriate</i> structure, vocabulary and grammar to describe setting, e.g. <i>drawing on reading, develop and use a toolkit to write a setting description based on a still or moving image.</i> 						
	<ul style="list-style-type: none"> During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP). 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 5 LAP 2



Composition: Evaluating and Editing	<ul style="list-style-type: none"> • Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 						
Composition: Performing	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using intonation in response to commas or dashes which indicate parenthesis.</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 5 LAP 3



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. <i>myths, legends, stories from other cultures, stories with historical settings, film and play script.</i> Non-fiction e.g. <i>magazines, information texts, formal reports, persuasive texts, discussion texts.</i> Poetry e.g. <i>classic narrative poems, poems with figurative language, poems with a structure.</i> 						
Composition	Year 5 LAP 3						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Using relative pronouns <i>who, which, where, whose, when, that</i>, create complex sentences by using relative clauses, both at the end of sentences and embedded within, e.g. <i>The animals watched the man <u>who had been chopping down the tree</u>. The man, <u>who had been chopping down the tree</u>, stopped to rest.</i> 						
	<ul style="list-style-type: none"> Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> 						
	<ul style="list-style-type: none"> Create and punctuate complex sentences using <i>ed</i> and <i>ing</i> opening clauses in fiction and non-fiction writing, e.g. <i>Shaped from bronze, the helmet was designed to protect the head during battle. Orbiting in ever increasing circles, the planets come in different sizes, types and colours.</i> 						
	<ul style="list-style-type: none"> Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> 						
	<ul style="list-style-type: none"> Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i> 						
	<ul style="list-style-type: none"> Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> 						
	<ul style="list-style-type: none"> Use brackets and dashes to indicate parenthesis appropriately in formal and less formal writing. 						
	<ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i> 						
Composition: Planning	<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. <i>to persuade my classmates with my speech for a debate using emotive language, statistical information, rhetorical questions, and persuasive words and phrases.</i> 						
	<ul style="list-style-type: none"> Drawing on reading and research, create own plan for writing, e.g. <i>read, evaluate and analyse a selection of non-chronological reports before designing the structure and layout of their own plan.</i> Develop and clarify ideas through talk, noting key events and vocabulary on the created plan. 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 5 LAP 3



Composition: Planning Contd.	<ul style="list-style-type: none"> Examine how characters and settings are presented in films, e.g. <i>watch a short section of film, stopping frequently to identify sights and sounds (characters and setting). Develop ideas further by adding descriptive vocabulary.</i> 						
Composition: Drafting and Writing	<ul style="list-style-type: none"> Blend action, dialogue and description within and across paragraphs, e.g. <i>Following modelling, experiment with presenting a short scene from a film as a piece of written prose.</i> 						
	<ul style="list-style-type: none"> During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP). 						
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 						
Composition: Performing	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. <i>performing their own poem.</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 6 LAP 1



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts. Non-fiction e.g. persuasive texts, explanations, discussion texts, recounts, biographies, information text hybrids. Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics. 						
Composition	Year 6 LAP 1						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i> 						
	<ul style="list-style-type: none"> Identify in texts, semi-colons which are used to mark the boundary between independent clauses e.g. <i>The heat beat down from a cloudless sky; even the gulls and kittiwakes seemed to be silenced by the sun.</i> 						
	<ul style="list-style-type: none"> Identify the subject and object of a sentence, e.g. <i>David Beckham</i> (subject) <i>had always excelled at sports</i> (object). 						
	<ul style="list-style-type: none"> Explore, collect and use examples of the past perfect form of verbs to mark relationships of time and cause e.g. <i>He had spent his whole childhood by the sea</i> (past perfect). 						
	<ul style="list-style-type: none"> Identify and use colons to introduce a list, punctuate bullet points consistently. 						
	<ul style="list-style-type: none"> Use subjunctive forms in formal speech and writing, focusing on <i>wish</i> and <i>if</i>- clauses e.g. <i>If I <u>were</u> to win the lottery, I would....; I wish I <u>were</u> more tolerant.</i> 						
Composition: Planning	<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>To share my opinion with other theatre-goers by writing a formal review of a performance, selecting appropriate vocabulary, sentences and text structure.</i> 						
	<ul style="list-style-type: none"> Plan writing by drawing on a writing model, e.g. <i>chunking a known fiction text or boxing up a non-fiction text, in preparation for innovation. Develop and clarify ideas through talk, noting key ideas and vocabulary on a written plan.</i> 						
	<ul style="list-style-type: none"> Examine and compare how authors develop characters in books, e.g. <i>study a short section of text which introduces a character, discuss the effect of this description and create a toolkit of techniques used. Use to support writing.</i> 						
Composition: Drafting and Writing	<ul style="list-style-type: none"> Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. 						
	<ul style="list-style-type: none"> Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher e.g. <i>We will have cakes and drinks</i> (informal); Refreshments will be provided (formal). 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 6 LAP 1



Composition: Drafting and Writing Contd.	<ul style="list-style-type: none"> Blend action and dialogue within sentences and paragraphs to convey character and advance the action e.g. <i>She turned on them, fists flailing and chased them back up the stairs, her eyes burning with simulated fury. 'Just 'cos you don't believe in anything 'cept motorbikes and football and all that rubbish!'</i> 						
	<ul style="list-style-type: none"> Revise the use of different sentence structures, e.g. <i>simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers</i>. Improve sentences and short texts prepared by the teacher and discuss effects created. 						
	<ul style="list-style-type: none"> Use synonyms and pronouns to build cohesion within and across paragraphs, e.g. <i>animals – creatures, beasts, species, wildlife, birds, mammals, they</i>. 						
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread to ensure: <ul style="list-style-type: none"> Consistent and correct use of tense throughout. Consistent subject and verb agreement. Spelling and punctuation errors are addressed. 						
Composition: Performing	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>adopting a formal tone when delivering a review</i>. 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 6 LAP 2



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts. Non-fiction e.g. persuasive texts, explanations, discussion texts, recounts, biographies, information text hybrids. Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics. 						
Composition	Year 6 LAP 2						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Use devices to build cohesion between paragraphs in persuasive texts e.g. adverbials such as: <i>similarly, although, additionally, another possibility, alternatively, as a consequence.</i> 						
	<ul style="list-style-type: none"> Identify and use of semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> 						
	<ul style="list-style-type: none"> Explore and investigate active and passive e.g. in narrative writing, <i>The thief had broken the window in the greenhouse</i> versus <i>The window in the greenhouse had been broken.</i> 						
	<ul style="list-style-type: none"> Explore, collect and use examples of the present perfect form of verbs to mark relationships of time and cause e.g. <i>The culprit has left footprints across the lawn</i> or <i>I have searched the crime scene thoroughly</i> (present perfect). 						
	<ul style="list-style-type: none"> Identify and use semi-colons within lists. 						
	<ul style="list-style-type: none"> Explore, collect and use subjunctive forms within formal speech and writing, focusing on requests e.g. <i>The school requires that all pupils <u>be</u> honest. His Majesty decrees that all his subjects <u>be</u> counted. His Majesty insists that the wedding planner <u>remain</u> in the palace.</i> 						
Composition: Planning	<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>to inform my classmates about a subject or person by writing an information hybrid text.</i> 						
	<ul style="list-style-type: none"> Compare two similar texts and draw on these to create own plan for writing. Develop and clarify ideas through talk, noting key ideas and vocabulary on the plan. 						
	<ul style="list-style-type: none"> Examine and compare how authors develop settings in books, e.g. <i>study a short section of text which introduces a setting, discuss the effect of this description and create a toolkit of techniques used. Use to support writing.</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 6 LAP 2



Composition: Drafting and Writing	<ul style="list-style-type: none"> Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, ask about – enquire, go in – enter, get hold of – acquire, leave – exit.</i> 						
	<ul style="list-style-type: none"> Blend action and description within sentences and paragraphs to convey character and advance the action e.g. <i>He looked at me. His eyes were watering a bit and he wiped them with a dark blue hanky he always had in his top pocket.</i> 						
	<ul style="list-style-type: none"> Revise the different sentence structures, e.g. <i>simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers.</i> Discuss effects created. Using own writing, experiment with different effects by changing sentence types and structures. 						
	<ul style="list-style-type: none"> Use devices to build cohesion within and across paragraphs in narrative writing, e.g. <i>adverbials such as meanwhile; several days earlier; years passed, many hundreds of years later; back in 1837.</i> 						
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. 						
Composition: Performing	<ul style="list-style-type: none"> Use appropriate and effective intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using intonation in response to punctuation to mark clauses.</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 6 LAP 3



Range of writing:	<ul style="list-style-type: none"> Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts. Non-fiction e.g. persuasive texts, explanations, discussion texts, recounts, biographies, information text hybrids. Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics. 	Year 6					
		Class:					
		Group:					
		Date/Term:					
Composition	Year 6 LAP 3						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Use devices to build cohesion between paragraphs in discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, additionally, another possibility, alternatively, as a consequence, as a result of.</i> 						
	<ul style="list-style-type: none"> Edit and improve own writing by using semi-colons to mark the boundary between independent clauses e.g. <i>The day had finally arrived; it was destined to be one to remember.</i> 						
	<ul style="list-style-type: none"> Explore and investigate active and passive e.g. Comparing and using phrases such as <i>Some people argue that...</i> (active) and <i>It has been argued that...</i> (passive) for use in debate. 						
	<ul style="list-style-type: none"> Explore, collect and use examples of the future perfect form of verbs to mark relationships of time and cause e.g. <i>I will have finished by tomorrow</i> (future perfect). 						
	<ul style="list-style-type: none"> Explore how hyphens can be used to avoid ambiguity e.g. <i>Tracey is the best-known cyclist in the competition</i> (Tracey is known better than every other competitor) versus <i>Tracey is the best known cyclist in the competition</i> (Tracey is the best of all the known competitors). 						
	<ul style="list-style-type: none"> Edit and improve own formal writing and speech by using subjunctive forms e.g. <i>If I were to predict the future for these creatures, ...; The law requires that zoos be inspected annually.</i> 						
Composition: Planning	<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>To write a persuasive speech to present within a class debate which includes formal language, the passive voice, statistical information and persuasive devices.</i> 						
	<ul style="list-style-type: none"> Draw on similar writing models, reading and research to create own plan for writing, e.g. <i>watch, read and evaluate a range of persuasive speeches before designing the structure and layout of their own.</i> 						
	<ul style="list-style-type: none"> Compare how characters and settings are presented in films and performances, e.g. <i>watch a short section of film, pausing frequently to identify sights and sounds linked to character and setting. Create a toolkit of devices and use to support writing.</i> 						

Learning and Progression Steps in Writing

Group Writing Grids: Year 6 LAP 3



Composition: Drafting and Writing	<ul style="list-style-type: none"> Select and discuss appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). 						
	<ul style="list-style-type: none"> Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>'They're perfect'. Sophie turned the books over. She sniffed the insides. The paper smelt of brambles and tin kettles.</i> 						
	<ul style="list-style-type: none"> When writing and editing, consciously control the use of different sentence structures for effect. 						
	<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials (<i>by the end of October; A few weeks later</i>); pronouns (<i>Rob knocked on the door. An old woman opened <u>it</u> and stared down at the boy. <u>He</u> smiled back.</i>); and synonyms (<i>cheetahs – animals, magnificent creatures, endangered species, huge cats, fascinating creatures</i>). 						
	<ul style="list-style-type: none"> Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i> 						
Composition: Evaluating and Editing	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 						
Composition: Performing	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. <i>performing their own poem</i>. Encourage and take account of audience engagement. 						





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