



Gladstone Road Primary School – Writing Progression



At Gladstone Road, we believe that writing is a powerful way for children to communicate, express ideas and develop their creativity. Our Writing Curriculum is designed to develop confident, capable writers who can write effectively for a range of purposes and audiences.

Through high-quality teaching, children develop the transcriptional skills of handwriting, spelling and punctuation, alongside the compositional skills needed to plan, draft, edit and evaluate their writing. Engaging and meaningful writing opportunities, inspired by high-quality texts, real-life experiences and cross-curricular learning, encourage children to write with purpose and creativity.

Our Writing Curriculum is carefully sequenced from EYFS to Year 6 and aligned with the EYFS Framework and National Curriculum for English. Children learn to write clearly, accurately and coherently, developing their vocabulary and adapting their language, structure and style to suit different purposes and audiences.

Above all, we aim to foster a love of writing and equip every child with the knowledge, skills and confidence to express themselves successfully. We want children to leave Gladstone Road recognising writing as a valuable lifelong skill that enables them to share ideas, communicate effectively and make their voices heard.

Knowledge/skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Contexts for writing - children should:	Independently choose to write for different purposes such as letters, lists, labels, instructions and stories. ELG Write simple phrases and sentences that can be read by others	Write narratives about personal experiences and those of others (real and fictional) Write to inform – simple non-fiction	Write narratives about personal experiences and those of others (real and fictional) Write to inform – simple non-fiction	Begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Identify the purpose for writing. Write for different purposes – including: to entertain (narrative) and to inform (non-fiction).	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Identify the audience for and purpose of the writing. Write for different purposes – including: to entertain (narrative) and to inform (non-fiction).	Identify the audience and purpose of their writing, selecting the most appropriate form and using high-quality texts as models for their own work. Explore how authors develop characters and settings and apply these techniques in their own narratives. Write for a range of purposes, including to entertain, inform, persuade and discuss; adapting language and style	Identify the audience and purpose of their writing, selecting the most appropriate form and using high-quality texts as models for their own work. Explore how authors develop characters and settings and apply these techniques in their own narratives. Write for a range of purposes, including to entertain, inform, persuade and discuss; adapting language and style

						to suit the intended audience.	to suit the intended audience.
Transcriptional Knowledge – word building							
Phonic and whole word spelling - children should:	Segments CVC words for spelling.	Spell words containing each of the 40+ phonemes taught.	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonetically plausible attempts at others.	Segment spoken words into phonemes and represent these by graphemes, spelling most correctly and making phonetically plausible attempts at others.	Spell most common homophones.	Spell some words with 'silent' letters.	Spell some words with 'silent' letters
	Use some of their print and letter knowledge in early writing, for example two letters to represent a digraph.	Spell common exception words. Spell HFW, irregular and 'tricky' words taught throughout Y1.	Learn new ways of spelling phonemes for which one or more spellings are already known. Learn some words with each spelling. (phase 5).	Spell some further homophones.	Distinguish between and spell some further homophones.	Continue to distinguish between homophones and other words which are often confused.	Continue to distinguish between homophones and other words which are often confused.
	Spell some common exception words and identify the sound that is tricky to spell	Spell the days of the week.	Learn to spell most common exception words (NC). (Yr 1 and Yr 2)	Spell words that are often misspelt. (NC)	Spell words that are often misspelt (NC).	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (common exception words/statutory spellings).	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (common exception words/statutory spellings).
	Writes simple dictated phrases and sentences which can be read by themselves and others (Phase 2-4 knowledge)	Name the letters of the alphabet in order.					
	ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others	Use letter names to distinguish between alternative spellings of the same sound. Spell words with simple phoneme–grapheme correspondence accurately, e.g. phone, snow Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations.	Learn to spell some/most common homophones. Recognise between homophones and near homophones.			Spell words from the Year 5/6 statutory spelling list.	Spell words from the Year 5/6 statutory spelling list.

Other word building spelling – children should:	Make phonetically plausible attempts when writing more complex words, using chunking to support if needed	Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Use the prefix un– use –ing, –ed, –er and –est where no change is needed in the spelling of root words Write some compound words (Ph4) Apply simple spelling rules from NC.	Spell some/most words using the possessive apostrophe (singular) Learn to spell more words with contracted forms Add suffixes to spell longer words, including –ment, ness, –ful, –less, –ly Show awareness of silent letters in spelling e.g. knight Write and use –le ending as the most common spelling for this sound at the end of words Apply spelling rules from NC Appendix 1.	Beginning to: use further prefixes and suffixes and understand how to add them (e.g. un, dis, re, in, -ful, -less, -ment, -ly) Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary.	Secure evidence of being able to: use further prefixes and suffixes and understand how to add them (e.g. il, im, ir, dis, under, -ion, -ness, -able, -ous) Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary.	Use further prefixes and suffixes and understand the guidance for adding them (e.g. dis, over, sub, super, inter, -ence, -ial, -ance, -tion, -sion) Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.	Use further prefixes and suffixes and understand the guidance for adding them (e.g. ac, ur, inter, auto, -tial, -ility, -ence, -ance) Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.
Transcription-children should:	Writes simple dictated phrases and sentences which can be read by themselves and others (Phase 2-4 knowledge) ELG Write simple phrases and sentences that can be read by others	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Incorporate spelling rules and common exception words Appendix A)	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Incorporate spelling rules and common exception words Appendix A)	Write from memory simple sentences, dictated by the teacher, that include words, punctuation and grammatical features taught so far. (Incorporate spelling rules and common exception words Appendix A)	Write from memory simple sentences, dictated by the teacher, that include words, punctuation and grammatical features taught so far. (Incorporate spelling rules and common exception words Appendix A)
Handwriting - children should:	ELG	Sit correctly at a table and develop a	Use a comfortable and efficient pencil	Maintain an effective pencil grip	Use an efficient and comfortable pencil	Maintain a comfortable,	Independently maintain an efficient

	Develop a comfortable and increasingly controlled grip when using pencils and other writing tools.	secure and effective pencil grip, using fingers and thumb to control the pencil and support accurate letter formation.	grip with increasing control, fluency and endurance when writing.	that supports fluent, legible handwriting and sustained writing.	grip, maintaining control and fluency across longer writing tasks.	efficient grip that supports increasing writing speed, fluency and control.	and comfortable grip, adapting their use of writing implements where appropriate to support fluent, legible and sustained writing.
	Write recognisable letters, most of which are correctly formed.	Form lower-case letters correctly, using the correct starting point, direction and finishing point. Form capital letters and digits 0–9 correctly. Recognise and practise letters within the Martin Harvey handwriting families. Develop consistent letter size, orientation and formation. Use appropriate spacing between letters and words. Write letters and words with increasing fluency, accuracy and control. Form recognisable letters and words to communicate meaning.	Form lower-case letters of the correct size and proportion in relation to one another. Form capital letters and digits 0–9 correctly, with consistent size, orientation and positioning. Use the correct formation patterns taught through the Martin Harvey handwriting families. Use diagonal and horizontal strokes to begin joining letters where appropriate. Develop increasing fluency and consistency when forming letters and words. Maintain consistent letter size, spacing and alignment on the line. Use appropriate spacing between	Use diagonal and horizontal strokes to join letters accurately and fluently. Understand which letters are best left unjoined when adjacent to one another, following the Martin Harvey handwriting approach. Apply consistent joins between letters where appropriate. ☐ Maintain consistent letter size, spacing, orientation and alignment. ☐ Increase the legibility, consistency and quality of handwriting. Develop greater fluency and speed when writing. Write with increasing control and confidence	Use diagonal and horizontal strokes to join letters accurately and fluently. Understand which letters are best left unjoined when adjacent to one another, following the Martin Harvey handwriting approach. Apply appropriate joins consistently and accurately. Maintain consistent letter size, spacing, orientation and alignment. Increase the legibility, consistency and quality of handwriting. ☐ Develop greater fluency and speed when writing. Write confidently and neatly across	Choose the most appropriate letter formation when given different options. Decide whether or not to join specific letters, leaving letters that finish on the left unjoined where appropriate. Apply joins consistently and appropriately to support fluent, legible handwriting. Maintain consistent letter size, spacing, alignment and presentation. Choose the writing implement that is best suited to the task. Adapt handwriting style, size and presentation for different purposes. ☐ Write fluently, legibly and with	Choose the most appropriate letter formation when given different options. Decide whether or not to join specific letters, leaving letters that finish on the left unjoined where appropriate. ☐ Apply joins consistently and appropriately to produce fluent, legible handwriting. ☐ Maintain consistent letter size, spacing, alignment and presentation. Choose the writing implement that is best suited to the task. Adapt handwriting style, size and presentation for different purposes.

		Write words and simple sentences with increasing legibility. Develop a fluent and legible handwriting style through regular practice.	words that reflects the size of the letters. Write words and sentences with increasing accuracy, fluency and legibility. Develop a fluent, joined handwriting style through regular practice.	across different writing tasks.	different writing tasks.	increasing speed and control.	Write fluently, legibly and with appropriate speed and control.
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Transcriptional Knowledge – grammar and punctuation

Grammar - children should:	Begin to use newly introduced vocabulary in oral sentences	Know that nouns name people, places, animals and things. Know that adjectives describe nouns. Know that verbs can describe an action or state. Use regular plural noun suffixes (-s, -es). Use verb suffixes where the root word remains unchanged (-ing, -ed, -er). Use the un- prefix to change the meaning of a word. ? Use simple past and present tense correctly.	Use sentences with different forms: statements, questions, exclamations and commands. Use coordination to join clauses of equal weight using and, but and or. Use subordination to join clauses using conjunctions such as when, if, that and because. ? Use the present and past tenses correctly and consistently, including the progressive form. Write expanded noun phrases using	Use the present perfect form of verbs in contrast to the simple past tense. Form nouns using common prefixes. Use the correct form of 'a' or 'an' according to the following sound. Use word families based on common words, e.g. <i>solve</i>, <i>solution</i>, <i>dissolve</i>, <i>insoluble</i>. Use fronted adverbials to add detail about time, place or manner. Use conjunctions, adverbs and	Use the present perfect form of verbs in contrast to the simple past tense. Form nouns using prefixes. Use the correct form of 'a' or 'an' according to the following sound. Use word families based on common words, e.g. <i>solve</i>, <i>solution</i>, <i>dissolve</i>, <i>insoluble</i>. Use a wide range of fronted adverbials to add detail about time, place, manner, frequency and cause.	Use the perfect form of verbs to mark relationships of time and cause. Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i> and <i>that</i>, including relative clauses with an omitted relative pronoun. Convert nouns and adjectives into verbs using appropriate suffixes, e.g. <i>beauty</i> → <i>beautify</i>, <i>active</i> → <i>activate</i>. Use verb prefixes to change the meaning of verbs. Use a range of devices to build	Recognise and use vocabulary and structures appropriate for formal speech and writing, including the subjunctive form. Use passive verbs to affect the presentation of information in a sentence. Use the perfect form of verbs to mark relationships of time and cause. Recognise and use differences between informal and formal language appropriately.
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		Use the conjunction and to join words, phrases and clauses.	adjectives to add detail and interest. Use adverbs to add detail to verbs. Use some features of written Standard English.	prepositions to express time and cause. Use expanded noun phrases to add detail and description. Use paragraphs to organise ideas around a theme.	Use conjunctions, adverbs and prepositions to express time and cause. Use expanded noun phrases to convey precise information. Use paragraphs to organise ideas around a theme. Use inverted commas and other punctuation to indicate direct speech. Use commas after fronted adverbials accurately. Use apostrophes for possession and contraction accurately. Use a wider range of Standard English forms in writing.	cohesion, including adverbials of time, place and number. Use adverbs and modal verbs to indicate degrees of possibility. Use adverbials to link ideas across paragraphs. Use pronouns and nouns to aid cohesion and avoid repetition. Use relative clauses to add additional information and detail. Use formal and informal language appropriately for different contexts.	Understand and use synonyms and antonyms to improve vocabulary and precision. Use a range of cohesive devices, including grammatical connections and adverbials. Use adverbials, pronouns and conjunctions to create cohesion within and across paragraphs.
Punctuation - children should:	Begin to recognise that a sentence starts with a capital letter and usually ends with a fully stop.	Begin to punctuate sentences using capital letters. ☐ Use a capital letter for the personal pronoun 'I'. ☐ Use capital letters for names of people. ☐	Use capital letters and full stops accurately to demarcate sentences. Use question marks accurately to punctuate questions.	Use commas after fronted adverbials. Indicate possession using the possessive apostrophe with singular and plural nouns.	Use commas after fronted adverbials accurately. Indicate possession using the possessive apostrophe with singular and plural nouns.	Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis. Use commas accurately to	Consistently use commas correctly to mark clauses and clarify meaning. Use hyphens to avoid ambiguity. Use semi-colons, colons or dashes to mark boundaries

Vocabulary – children should:	Begin to use newly introduced vocabulary in oral sentences	Use familiar adjectives to create simple noun phrases with one adjective to add detail, e.g. <i>red apple, bad wolf</i> . ☐ Choose appropriate adjectives to describe people, places, animals and objects. Use a growing range of descriptive vocabulary in speaking and writing. Begin to make word choices that add detail and interest to writing.	Use noun phrases to describe and specify. Use expanded noun phrases to add detail and description. Use a varied range of vocabulary in speaking and writing. Use newly taught and increasingly ambitious vocabulary appropriately. Use adverbs to describe how, when or where an action happens. Choose precise and interesting vocabulary to add detail to writing. Begin to make deliberate word choices to create meaning and effect.	Use expanded noun phrases to describe and specify. Use a varied range of vocabulary, including newly taught and ambitious vocabulary. Use synonyms for common words to improve precision and create effect, e.g. alternatives for <i>said, nice, good</i> and <i>bad</i> . Use topic-specific vocabulary appropriately in information writing. Choose precise and interesting vocabulary to add detail and effect. Begin to make deliberate word choices appropriate to the purpose and audience.	Use expanded noun phrases to describe and specify. Use figurative language to describe and create effect, including similes and alliteration. Use a varied range of vocabulary, including newly taught and ambitious vocabulary. Use a wide range of synonyms for common words to improve precision and effect. Use topic-specific vocabulary accurately in information writing. Choose precise and effective vocabulary appropriate to the purpose and audience. Begin to use vocabulary deliberately to create mood, imagery and effect.	Begin to use a range of descriptive and figurative devices, including alliteration, similes, metaphors and personification. Use technical and subject-specific vocabulary appropriately in information writing. Use a thesaurus to explore and select more precise and effective vocabulary. Use expanded noun phrases to convey detailed information concisely. Use modal verbs to indicate degrees of possibility. Use adverbials to open sentences and indicate time, place and manner. Use a wide and varied vocabulary, including ambitious and subject-specific words. Make deliberate and precise word choices to create effect and	Use a wide range of descriptive and figurative devices, including alliteration, similes, metaphors and personification. Use technical and subject-specific vocabulary accurately and appropriately in information writing. Recognise and use formal and informal vocabulary appropriately for purpose and audience. Use a thesaurus and dictionary to explore and select precise and effective vocabulary. Use expanded noun phrases to convey complicated information concisely and add detail, qualification or precision. Use synonyms and antonyms to improve precision, avoid repetition and create effect.

						suit the purpose and audience. Use synonyms and alternative vocabulary to avoid repetition and improve the quality of writing.	Choose vocabulary for its connotations and impact on the reader. Use modal verbs and adverbs to indicate degrees of possibility. ☑ Use a range of adverbials to add detail, clarity and cohesion to writing. Make deliberate and precise vocabulary choices to create mood, tone and atmosphere. ☑ Choose and use sentence structures for clarity, purpose and effect. Use sentence structures and cohesive devices to link ideas within and across paragraphs. Use commas accurately to mark clauses and clarify meaning.
Sentence structure – children should:	Write simple captions and sentences	Join words and clauses using the conjunction “and”. Use simple sentences to express ideas.	Use different sentence forms: statements, questions, exclamations and commands.	Extend the range of sentences used, including simple, compound and complex sentences.	Write a variety of simple, compound and complex sentences. Extend the range of sentences with more	Use complex sentence structures consistently to develop and connect ideas.	Use a wide range of complex sentence structures confidently and accurately.

		Use different sentence forms: statements, questions, exclamations and commands. Use capital letters and full stops to demarcate sentences. Use question marks and exclamation marks to demarcate sentences.	Use coordination to join clauses using and, but and or. Use subordination to join clauses using conjunctions such as when, if, that and because. Use present and past tense correctly and consistently. Use present and past progressive forms where appropriate. Use varied sentence openings, including time connectives such as then, next and after that.	Use a wider range of co-ordinating conjunctions to join clauses. Use a range of subordinating conjunctions to express time and cause, such as <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i> and <i>because</i>. Use expanded noun phrases to add detail and description, including phrases beginning with “with”. Begin to use fronted adverbials to add detail about time, place and manner. Use more than one clause in a sentence to develop and connect ideas.	than one clause using a wider range of subordinating conjunctions, including <i>when</i>, <i>if</i>, <i>because</i> and <i>although</i>. Use fronted adverbials to vary sentence openings and add detail. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use expanded noun phrases to add detail and precision. Use a wider range of conjunctions, adverbs and prepositions to express time and cause.	Use a range of verb forms accurately and consistently. Use sentence structures to link ideas within and across paragraphs, including through the use of adverbials. Vary the position of the subordinate clause within a sentence. Use commas to mark subordinate clauses where appropriate and to clarify meaning. Use a range of conjunctions and adverbials to express time, cause, condition and contrast. Choose sentence structures appropriate to purpose and audience.	Vary sentence structure and length to suit purpose and effect. Use a range of subordinate clauses, varying their position within sentences. Use relative clauses to add information and detail. Use adverbials, pronouns and conjunctions to link ideas within and across paragraphs. Use verb forms accurately and consistently. Use commas accurately to mark clauses and clarify meaning. Use colons, semi-colons and dashes appropriately to link or separate ideas.
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Compositional Knowledge – planning, drafting, editing and performing

Planning writing – children should:	Begin to say out loud what they are going to write about and compose a sentence orally before writing it	Say out loud what they are going to write about.	Plan or say out loud what they are going to write about.	Discuss and record ideas before writing. Compose and rehearse sentences	Discuss and record ideas before writing. Compose and rehearse sentences orally.	Identify and develop ideas for writing. Plan writing by noting and developing initial	Note and develop initial ideas, drawing on reading and research where necessary.
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		Compose a sentence orally before writing it. Rehearse ideas and sentences orally before writing. Discuss what they are going to write and sequence ideas appropriately.	Compose sentences orally before writing them. Plan what they are going to write by writing down ideas and/or new vocabulary. Re-read and check their writing to make sure it makes sense.	orally, including dialogue. Build a varied and rich vocabulary. Build an increasing range of sentence structures, including: - simple sentences - compound sentences - complex sentences.	Progressively build a varied and rich vocabulary. Build an increasing range of sentence structures, including simple compound and complex sentences. Plan and include dialogue where appropriate.	ideas, drawing on reading and research where appropriate. Compose and rehearse sentences orally before writing. Build a varied and rich vocabulary, making deliberate word choices. Build an increasing range of sentence structures for different purposes. Organise ideas into paragraphs, using appropriate structure and cohesion. Plan and use dialogue to convey character and advance the action where appropriate.	Discuss, compose and rehearse sentences orally before writing. Plan and rehearse dialogue where appropriate. Build a varied and rich vocabulary, making deliberate word choices. Plan and rehearse an increasing range of sentence structures. Use adverbials and other cohesive devices to link ideas within and across paragraphs.
Drafting writing – children should:	Begin to combine words to make sentences	Combine words to make sentences. Sequence sentences to form short narratives. Say aloud what they are going to write before writing.	Write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Write sentences that are grammatically accurate.	Organise writing into paragraphs around a theme. Create settings, characters and plot in narrative writing. Use simple organisational devices, including headings and	Organise paragraphs around a theme, developing ideas through changes in event, place or time in narratives. Organise non-fiction writing under appropriate headings and subheadings.	Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere.	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives Describe settings, characters and

		Compose a sentence orally before writing it. Draw on what they have read to develop ideas for their own writing.	Use coordination and subordination to join ideas and clauses. Re-read writing to check that it makes sense and make revisions and corrections where needed.	subheadings, where appropriate. Use paragraphs to organise and sequence ideas. Use dialogue to develop characters and events where appropriate.	Use paragraphs to group related material and organise ideas clearly. Create settings, characters and plot in narrative writing. Use organisational devices, including headings, subheadings, paragraphs and fact boxes, to aid presentation where appropriate.	Integrate dialogue to convey character and advance the action. Use a range of devices to build cohesion within and across paragraphs, including adverbials of time, place and number. Use further organisational and presentational devices to structure text and guide the reader. Choose organisational and presentational features appropriately for purpose and audience.	atmosphere in narrative writing. Integrate dialogue to convey character and advance the action. Use a wide range of devices to build cohesion within and across paragraphs, including subtle cohesion through repetition, pronouns, adverbials and carefully chosen vocabulary. Use cohesive devices to support inference and characterisation, where appropriate. Use a range of organisational and presentational devices to structure text and guide the reader.
Editing writing – children should:	Begin to read what they have written to check that it makes sense	Read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Check written work by reading and make changes where necessary with the support of an adult. Re-read what they have written to check that it makes sense	Assess the effectiveness of their own and others' writing Suggest some improvements Propose changes to grammar and vocabulary,	Assess the effectiveness of their own and others' writing Suggest improvements Propose changes to grammar and vocabulary to	Assess the effectiveness of their own and others' writing Propose some changes to vocabulary, grammar and punctuation to	Assess the effectiveness of their own and others' writing Propose some changes to vocabulary, grammar and punctuation to

			Discuss what they have written with the teacher or other pupils Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense Check that verbs to indicate time are used correctly and consistently, (including verbs in the continuous form e.g. I was watching TV.) Proofread to check for errors in spelling, grammar and punctuation	including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors	improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors	enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors	enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors
Presenting writing – children should:	Invent, adapt and recount narratives and stories with peers and their teacher	Read their writing aloud clearly enough to be heard by their peers and the teacher. Begin to read aloud with appropriate expression and intonation. Present their ideas and writing clearly to an audience.	Read aloud what they have written clearly enough to be heard by their peers and the teacher. Read aloud with appropriate intonation to make the meaning clear. Present their writing clearly and confidently to an audience.	Read their own writing aloud to a group with appropriate intonation, tone and volume so that the meaning is clear. Perform their writing with increasing confidence and expression.	Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear. Perform their writing with increasing confidence,	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. Perform writing with confidence, expression and appropriate pace. Adapt voice, movement and	Perform their own compositions to different audiences, using appropriate intonation, volume and movement so that meaning is clear. Adapt performance to suit the audience, purpose and context.

		Make simple choices about the presentation of their writing, including handwriting and illustrations where appropriate.		Present their writing clearly to an audience, making appropriate use of intonation, tone and volume.	expression and fluency. Present their writing clearly to an audience, making appropriate use of intonation, tone and volume. Listen and respond appropriately when others share their writing.	expression to suit the audience and purpose. Present their writing clearly and effectively to an audience.	Use voice, movement, pace and expression deliberately to engage the audience and communicate meaning. Present their writing confidently and effectively to different audiences.
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