Progression in authorial writing skills		
Reception	Year 1	Year 2
Communicate with the reader in simple ways: • tell the reader orally something about themselves • relate orally a real event • provide information with a label or caption e.g. for a shop or role play area • write their name on their work • write simple expressions and orally explain what they say • use some of the vocabulary they know to support the context of their writing	Communicate with the reader in meaningful ways: • use the adult's model to write simply to the task • say out loud what they are going to write about • sometimes use an exclamation mark to amuse, interest or scare the reader • sometimes provide more detail about a noun by describing it • use a title to inform • reread what they have written to check its sense • discuss what they have written with an adult and other pupils • use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping • play with words in simple poems e.g. *Pop Bang Whizz!* *The rocket goes*	Communicate coherently with the reader: • write for different purposes e.g. real events, personal experiences, stories, poems • talk about who the audience will be • plan out loud what they are going to write about • write an account of connected events, real or imagined • choose vocabulary appropriate to the purpose of the task • use some vocabulary to enhance their writing for the reader, including in non-rhyming poems • use expanded noun phrases to add details for the reader • use punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks • sometimes use subheadings to organise information • evaluate their own and others' writing with adult and peers • read aloud what they have written, with appropriate intonation to make the meaning clear

Year 3	Year 4	Year 5	Year 6
Communicate coherently and effectively with the reader: • talk with the adult about the purpose of the writing and who the audience will be • plan and discuss what they are going to write about, and record ideas • orally compose sentences to check for meaning and effect • use vocabulary which has an effect on the reader e.g. to frighten or surprise them • play with words in different kinds of poems and talk about preferences • draw on vocabulary and phrasing of books read aloud or independently • in discussion with others, assess the effectiveness of their own writing for the audience • consider the sound of varied sentences to interest the reader	Communicate coherently and effectively with the reader: • know the purpose of the writing and who the audience will be • read and discuss similar texts to consider the effect on the reader • orally rehearse dialogue for effect; what does it tell the reader? • use vocabulary to create mood and atmosphere e.g. of settings or feelings • use new and less familiar vocabulary to add further detail and interest • experiment with words and their placement, including in poetry, discussing the effect of making changes • experience and discuss formality within texts, and how it contrasts with informality • assess the effectiveness of their own and others' writing, and	Communicate coherently and effectively with increased confidence, independence and audience awareness: • identify audience / different possible audiences • identify purpose and how the pupil intends to affect that audience • use other similar writing as models for their own • plan writing, noting and developing initial ideas • draft and write, selecting appropriate vocabulary and grammar to suit purpose and audience • begin to write in formal ways • describe e.g. settings, character, atmosphere, using well-chosen vocabulary • experiment with and discuss vocabulary and effect when writing poetry	Communicate coherently and effectively with increased confidence, independence and audience awareness: • independently identify purpose and potential audience/s, and the intended effect of their writing upon them • draw on reading and research to select context and vocabulary • plan writing, noting and developing ideas, either independently or through peer discussion • draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience • read work aloud to check its intended effect • use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader

• read aloud their own writing to check it makes sense	suggest/make improvements	• with adult support, integrate dialogue to convey character and advance the action • structure the text to guide the reader • proof-read for clarity of meaning and effect	• explore the effect of their poetry on the reader • use further organisational devices to guide the reader e.g. in non-narrative writing • proof-read for clarity of meaning and effect