



Writing Progression Document – letter writing.

	Early Learning Goals	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
ARE	<p>Write simple sentences, which can be read by themselves & others.</p> <p>Use capital letters and full stops to demarcate sentences.</p>	<p>Write clearly demarcated sentences using full stops and capital letters.</p> <p>Start to use question and exclamation marks.</p> <p>Use conjunctions to join sentences using conjunctions (e.g. and, but, so).</p> <p>Use appropriate spacing between words.</p> <p>Use correct formation of lower case, finishing in the right place.</p> <p>Use correct formation of capital letters.</p>	<p>Use full stops and capital letters mostly correctly.</p> <p>Use adverbs.</p> <p>Use adverbials of time (where appropriate).</p> <p>Use exclamation and question marks.</p> <p>Write using subordination (when, if, that, because) and co-ordination (or, and, but, so).</p> <p>Use commas in a list.</p> <p>Use the past and present tense accurately and consistently.</p>	<p>Write for the purpose</p> <p>Use language appropriate for the style of letter and reader (e.g. persuasive letter - emotive and persuasive language)</p> <p>Use adverbials of time, place (prepositions) and cause (when, before, while, after etc.).</p> <p>Group ideas into basic paragraphs</p> <p>Begin to use pronouns, and alternative nouns to avoid repetition and to show some cohesion.</p>	<p>Write for purpose and audience with increasing control.</p> <p>Use language appropriate for the style of letter (e.g. letter from a family member - informal language, personal questions. Letter from the past - historical language).</p> <p>Use fronted adverbials with the correct use of the comma.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Use cohesive devices to links ideas between and within paragraphs</p>	<p>Write effectively for purpose and audience and select appropriate vocabulary and language for effect.</p> <p>Use language appropriate for the style of letter (e.g. persuasive letter - emotive and persuasive language. Letter from the past - historical and formal language).</p> <p>Use relative clauses (with and omitting the relative pronoun).</p> <p>Indicate degree of possibility using adverbs (e.g. perhaps, surely) and modal verbs (e.g.</p>	<p>Write effectively for purpose and audience, selecting language that shows good awareness of the reader.</p> <p>Use language appropriate for the style of letter (e.g. persuasive letter - emotive and persuasive language. Letter from the past - historical and formal language. A complaint - factual language, exaggeration etc.).</p> <p>Show and maintain control over level of formality particularly through language choices e.g. find out - discover, ask for - request. (Informal</p>



		<p>Use phonics knowledge to spell words.</p> <p>Spell some common exception words.</p>	<p>Use the progressive tense where appropriate.</p> <p>Use apostrophes for contraction and possession.</p> <p>Spell most common exception words.</p> <p>Begin to make some improvements to writing.</p>	<p>Where appropriate, use the present perfect tense.</p> <p>Use subordinate clauses.</p> <p>Begin to use multiclausal sentences.</p> <p>Use 'a' and 'an' correctly.</p> <p>Writing should be legible and most joined.</p> <p>Spell some Y3/4 words.</p> <p>Begin to use editing and proof-reading techniques to make improvements to words, sentences and check for correct punctuation and spelling.</p>	<p>and avoid repetition: appropriate choice of pronoun or noun, synonyms, adverbials and connecting adverbs.</p> <p>Use apostrophes to mark plural possession.</p> <p>Vary sentence structure using different openers.</p> <p>Use multiclausal sentences and mark clauses with commas (where appropriate)</p> <p>Use correct verb inflections (I was, we were, I did etc.)</p> <p>Writing should be legible, neat and joined.</p> <p>Spell most Y3/4 words.</p> <p>Develop editing and proof-reading techniques to make improvements to</p>	<p>might, should, will, must).</p> <p>Use the following to indicate parenthesis: brackets, dashes and commas.</p> <p>Use commas to clarify meaning and to avoid ambiguity.</p> <p>Write using multiclausal sentences (more than 2 clauses) effectively and where appropriate, varying position within the sentence.</p> <p>Use devices to build cohesion: adverbials of time (later, after a while); place (nearby); number (secondly); tense choices (he had seen her before).</p> <p>Writing should be legible, neat and joined with</p>	<p>e.g. question tags, slang etc. Formal e.g. subjunctive, expanded form).</p> <p>Link ideas across and within paragraphs using a wider range of cohesive devices: repetition of word or phrase for effect; ellipsis; grammatical connections (e.g. adverbials - on the other hand etc.); plus previously learnt devices.</p> <p>Use colons, semi-colons and dashes to mark boundaries between independent clauses when appropriate and effectively.</p> <p>Use colons and semi-colons for lists.</p> <p>Use hyphens to avoid ambiguity (e.g. man eating shark vs man-eating shark).</p>
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					<p>sections of writing and check for correct punctuation and spellings.</p>	<p>increasing speed and fluency.</p> <p>Spell some Y5/6 words.</p> <p>Develop editing and proof-reading techniques to make improvements to writing, thinking about the effect on the reader, and check for correct punctuation and spellings.</p>	<p>Writing should be legible, neat and joined with increasing speed and fluency.</p> <p>Spell most Y5/6 words.</p> <p>Edit and proof-read writing making effective improvements that will benefit the audience and purpose and ensuring all punctuation and spelling is accurate.</p>
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Pupil work Examples

Pinders Primary School
Eastmoor Road
Wakefield
WF1 3SQ

298 Cove Road
Santoga Springs
Utah usa

Dear Ximie
My name is Efa and I like race cars and Formula cars. When did you become an author? When I grow up I will be a fireman. I have read your book.

and I liked the book your's. Sincerely Efa

PS My favorite was the Hurricanes and dark storms

Pinders Primary School
1,6 Eastmoor Road
Wakefield
WF1 3SQ

17th March 2021

Dear Ibtihaj Muhammad,
I am writing this to you because I read your book in book week. my favourite part is the imagination where you are the sky

because you look like a roundtop.
Why did you make a children's book?
Why didn't you make a grown up book?
After the book we discovered about you in book week also you are a Olympic medalist and the first American lady to wear a hijab in the Olympic games. Why did you get a bronze?

How many points did you get?
Yours sincerely
Henry Pham

Pinders Primary School
Eastmoor Road
Wakefield
WF1 3SQ

Dear Simon Banks,
I am writing to you because Year 3 have been enjoying your book. They told me we would be asking you some questions about your life. My name is Rayyan and we would be asking questions about your book.

The reason I enjoyed your book so much is that the little boy started to wish more to the movement and you included a garden too.

I would like to know what did the character in the book 'Sonia' do? I think you did that because some would want books to be funny.

What is the story of the book? I think the only book I have read about the people from your country.
Thank you for writing your story.
Rayyan Banks

45 Eastmoor Rd
Eastmoor
Wakefield
WF1 3SQ

1 Fiddlers Hill
Plymouth
London
E55 3AY

Dear Sarah Goodland
The book Overall I got to Pinders Primary School and Eastmoor Road. Nearly we have a book week which was last week but this week is the first week back so it had to be this week.

A few weeks ago we read your book 'The Boy in the Back' and we read it in class (Year 4).

Thought it was brilliant I liked the part when they found a safe place to stay.

However, my favourite part was when their papers were there and they were able to call it. At all I thought it was brave of Ibrahim to stay at his home during such a difficult and dangerous situation.

I would like to know if you are going to write a sequel of books about Ibrahim. I know I'm wondering why did you choose to have the book about war? Is it you or some one you know personally that inspired your story?

I hope you read this letter. It would be wonderful if you could reply. I know that your story being an author, but I would really like to hear from you.

With Sincerely
Rayyan Banks

Pinders Primary School
Eastmoor Road
Wakefield
WF1 3SQ

Alan Gabe
PO Box 974
Abkhaz MC 28802

16th March 2021

Dear Mr Gabe,
I am writing to you after reading one of your extraordinary books 'Refugee'. We were focusing on the book for World Book Week and we school to read it. (We are in the middle of reading it now.) I am really enjoying it. I am after writing how important some children like this are. I have some questions about it for you. And I would like to read you.

First of all, why did you choose to write about these refugees instead of one and who do you think needs it? Secondly, how do you feel that despite many people efforts, there are still refugees in 2021? This story shows how much bravery refugees have and it makes me to think some don't risk it. I feel someone knows but despite they risk it to a safe place. It's something some don't.

Since I am inspired by your book, I want to know why you and my year are nice because of the family refugee story. Thank you for writing about it. I can think it's difficult to you and my year to see things with children with you help to see someone's. Your book has passed your knowledge is a great problem.

With Sincerely
Mr Ibtihaj Muhammad

416 Westport Building
50 Victoria Embankment
London

Pinders Primary School
Eastmoor Road
Wakefield
WF1 3SQ

16th March 2021

Dear Mr Rosen and Mrs Young

I am writing to ask you about your book "Who are refugees and migrants? What makes people leave their homes? And other Big questions". I am a year 4 student from Wakefield and have read your book recently due to my learning. I have made some questions and I would really like for you answer on my

thoughts.

To start off with, the book was interesting because it has a big impact on children and adults. Furthermore, it answers questions about a war-torn home and changes people's lives. It is a good learning source for children that are learning about refugees and migrants at school.

It would be a pleasure if you could answer some questions about refugees and migrants. I would like to ask you what you recommend schools to learn about your book? Continuing on, how long did it take to make this book?

As a part of my learning, I watched 'The Refugee' and 'The Migrants' to me. After watching the clips, we were pleased of had an impact on me. It is clear the

Mr Rosen and Mrs Young have been so kind to read my letter and give me a very nice answer. Overall, I think that this book has made a big difference to my learning.

In addition, I really liked reading your book and have found new knowledge about refugees and migrants. I hope that this book teaches people to look at refugees and migrants more. Thank you for answering my questions.

Yours sincerely
Rayyan Banks



Year 1



Pinder Primary School
46 Eastmoor Road
Wakefield
WF1 3SQ

17th March 2021

Dear Ibtihaj Muhammad,
I am writing this to you because
I read your book in book week,
my favourite part is the imagin-
ation where you are the sky



because you look like a raindrop.

Why did you make a children's book?

Why didn't you make a grown up book?

After the book we discovered about you in book week also you are a Olympic medalist and the first American lady to wear a hijab in the Olympic games
Why did you get a bronze?



How many points did you get?

Yours sincerely

Henry Pham



Pinders primary school
Eastmoor road.
Wakefield
Wf1 30G

Dear Susane Verde,

I am writing to you because Year 3 have been enjoying your book Hey Wall also we want to ask you some questions about your life. My name is Rayyan and we want to ask questions about your book.

The reason I enjoyed your book so much is that the little boy showed so much care to the environment and you included a grandma.

I would like to know why did the characters in the book Salsa dance? I think you did that because you want your book to be funny.



Where is the city in the book? I think the city
is Wakefield because it's popular.

Thank you for reading my letter
Rayyan Sadiq



46 Eastmoor Rd
Eastmoor
Wakefield
WF1 3SQ

1 Pebble Rd
Hertfordshire
London
LS5 3AY

Dear Sarah Greenland
I'm Rahaf Daoud, I go to Pinders Primary
School on Eastmoor Road. Yearly, we have a book
week which was last week but this week is
the first week back so it had to be this week

As for book week, we read your book
Azzi In Between. Me and my class (Year 4)



thought it was brilliant. I liked the part when they found a safe place to stay.

However, my favourite part was when their papers were done and they were able to settle. As well, I thought it was brave of Grandm to stay at their home during such a difficult and dangerous situation.

I would like to know if you are going to write a sequel of books about Azzi In Between. I was wondering, why did you choose to base the book about war? Is it you or some one you know personally that inspired your story?

I hope you receive this letter. It would be wonderful if you could reply. I know that you're busy being an author, but I would really like to hear from you



Your Sincerely

Ruhaf Dawud



Pinders Primary School
Eastmoor Road
Wakefield
WF1 3SQ

Alan Gratz
PO Box 474
Asheville, NC 28802

16th March 2021

Dear Mr Gratz,

I am writing to you after reading one of your extraordinary books, 'Refugee'. We were focussing on this book for World Book Week, a week in school to celebrate books (we love to read at Pinders Primary School!). I now realise how incredibly fortunate I am after seeing how unfortunate some children. After this realisation, I have come up with a few questions that I would like to ask you.



First of all, why did you choose to write about three refugees instead of one and who do you most relate to? Secondly, how do you feel that despite many peoples efforts, there are still refugees in 2021? This story shows how much bravery refugees have and it sickens me to think some don't make. All faced immense horrors but though they made it to a safer place, it's devastating some don't.

Since I am inspired by your book, I want to discover ways me and my peers can raise awareness of the poverty refugees struggle through. It is utterly devastating that human beings, no different to you and me, have to live through such conditions. Will you help to raise awareness? Your book has proved your knowledge is beyond priceless.



Yours Sincerely,

Ys

Mr Ibraheem Shah



c/o Wayland Publishing
50 Victoria Embankment
London

Pinders Primary School
Eastmoor Road
Wakefield
WF1 3SQ

16th March 2021

Dear Mr Rosen and Mrs Young

I am writing to ask you about your book
"Who are refugees and migrants? What makes people
leave their homes? And other Big questions." I am a
year 6 student from Wakefield and have read your
book recently due to my learning. I have made some
questions and kindly would ask for your opinion on my



thoughts.

To start off with, the book was inspirational because it has a big impact on children and adults. Furthermore, it answers questions about a serious topic and changes peoples opinions. It's a good learning source for children that are learning about refugees and migrants at school.

It would be a pleasure if you could answer some questions about refugees and migrants. Firstly I would like to ask you Were you expecting schools to learn about your book? Continuing on, How long did it take to make this book?

As a part of my learning I watched 'The missing' and 'The migrants in me'. After watching the clips, I've ~~real~~ realised it had an impact on me. It is clear that



Mr Rosen, and also his work is more powerful and gives out a strong message. Overall I think that this book has mixed emotions also empathy.

In conclusion, I've personally loved reading your book and have learnt new knowledge about refugees and migrants. I hope that this book inspires people to look at refugees and migrants more. Thank you for improving my learning.

Yours sincerely,

Raeesah



