

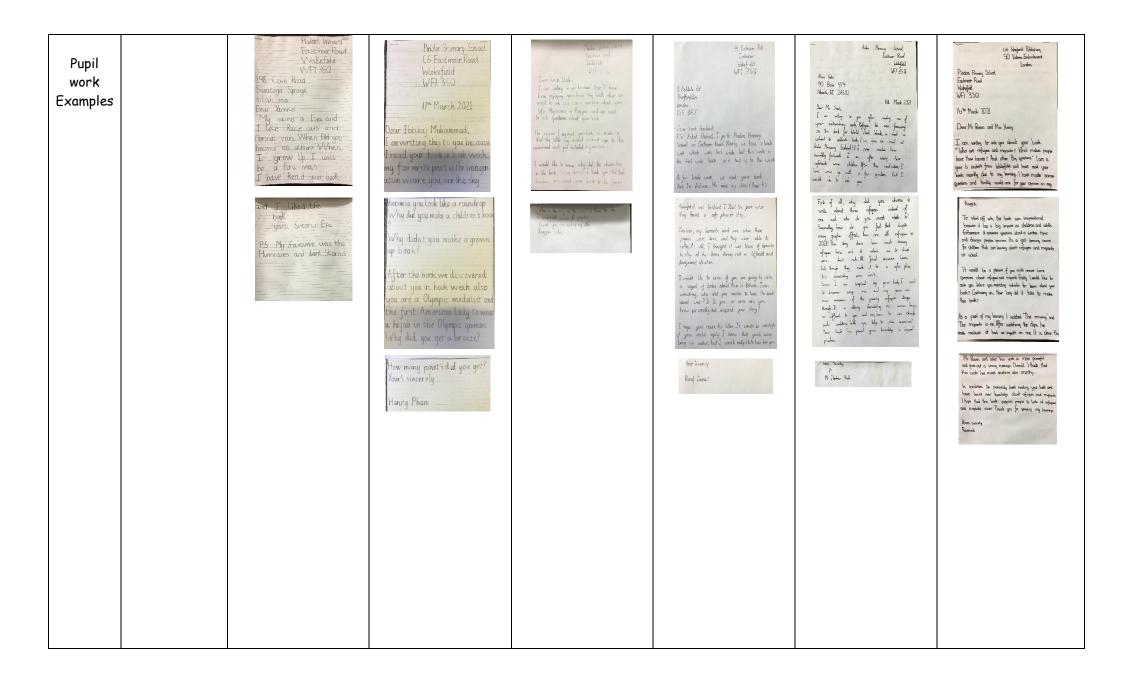
Writing Progression Document - letter writing.

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



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

		sections of writing and check for correct punctuation and spellings.	increasing speed and fluency. Spell some Y5/6 words.	Writing should be legible, neat and joined with increasing speed and fluency.
			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.	Spell most Y5/6 words. Edit and proof-read writing making effective improvements that will benefit the audience and purpose and ensuring all punctuation and spelling is accurate.





Pinder Primary School 46 Eastmoor Road Wakefield WF1 35 17th March 2021 Dear Ibtihaj Muhammad, I amwriting 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. by 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 point's did you get? Your's sincerely enry Pham



Year 3

Pinders primary school Eastmoor road Wakefield Wf1304

Dear Susan 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 Rayyon Sadiq

46 Eastmoor Rd Eastmoor Wakefield WF1 35Q

1 Pebble Rd Hertforelshire london LS5 3AY

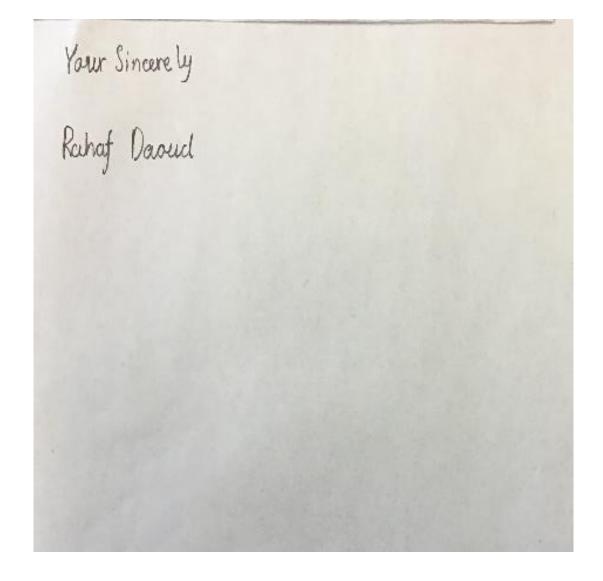
De ar Sareh Giarland I'm Rahaf Daouch, I go to Pinders Primary School on Eastmoor Road. Yearly, we have a book week which was last week but this week is the first week back so it had to be this week

As for book week, we read your book Azzi In Between. Me and my class (Year 4) thought it was brillant. I liked the part when they found a safe place to stay.

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

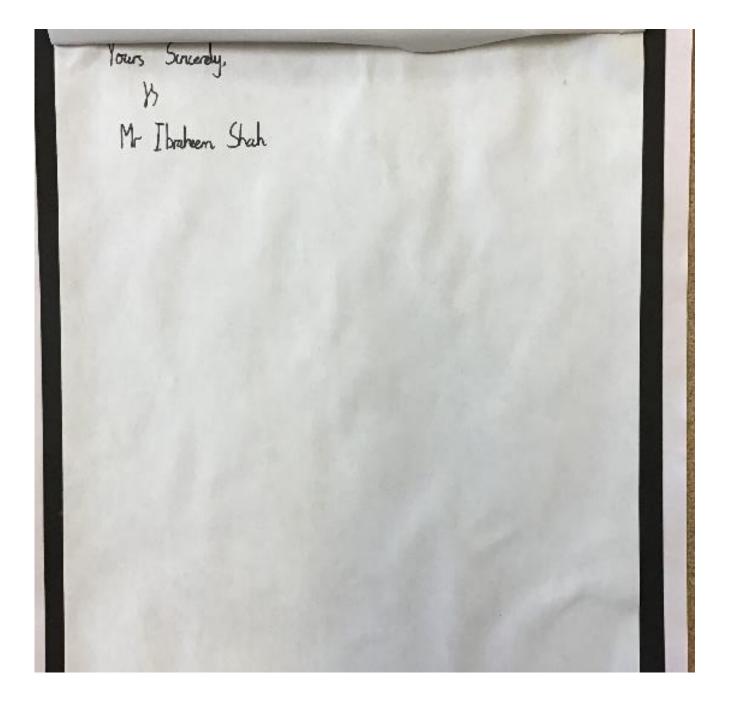
I would like to know if you are going to write a sequel of books about Azzi In Between. I was wondring, why did you choose to base the book about wer? Is it you or some one you know personally that inspired your story?

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



Pinders Primary School Eastmoor Road hakefield WFI 35Q 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 focusing on this book for World Book Week, a week in school to celebrate books (we love to read at Pindes Primary School!). I now realise how incredibly fortunate I am after seeing how unfortunale some children. After this reachisation, 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 nake. All faced immense houses but though they made it to a safer place, it's devestating some don't. Since I am inspired by your book, I wont to discover ways me and my peers can raise automass of the poverty refugees struggle through. It is uttarly devectating that human beings no different to you and me have to live through such conditions. Will you help to raise auconness? Your book has proved your knowledge is beyond priedese.





<u>Year 6</u>

c/o Wayland Publishing 50 Victoria Embankment London

Pinders Primory School Eastmaar Road Walkefield WF1 35Q

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 queetions." I am a year b student from Walkefield 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 insperational 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 onswer some questions about refugees and migrants. Firstly I would like to ask you Were you expecting schools to beam 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 migranuts in me. After watching the clips, I've tools realised it had an impart 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, live personally loved reading your book and have learnt now knowledge about refugees and migrants. I hope that this book unspires people to look at refugees and migrants more. Thank you for immoving my learning.

Yours sincerly, Raecsah



