



Progression in planning, drafting, revising and editing from Reception to Year 6

The Writing Process: planning → drafting → revising (for impact/content) → editing (for accuracy/spelling/grammar/punctuation) → sharing.

Year Group	Planning	Drafting	Revising	Editing
Reception	<ul style="list-style-type: none"> • Oral rehearsal: talk about what they want to write. • Draw to plan ideas. • Teacher models thinking aloud: “What will I write about?” • Focus on idea generation and sequencing through story play and role play. 	<ul style="list-style-type: none"> • Write simple words and phrases that can be read by others. • Adult models sentence formation. • Children copy, complete or compose a simple sentence. • High adult support; emphasis on phonics and letter formation. 	<ul style="list-style-type: none"> • With adult help, read back writing and say if it “makes sense.” • Change a word orally (e.g., ‘dog’ → ‘big dog’). • Focus on meaning rather than accuracy. 	<ul style="list-style-type: none"> • Check initial sounds and known words. • Teacher models adding capital letter/full stop. • Focus on accuracy of sounds and spacing. • Teacher scribes corrections when appropriate.
Year 1	<ul style="list-style-type: none"> • Say aloud what they are going to write. • Sequence sentences orally using story maps or pictures. • Plan simple recounts or stories together as a class. 	<ul style="list-style-type: none"> • Compose sentences orally before writing. • Write sentences in order; teacher models structure. • Focus on developing independence with basic punctuation. 	<ul style="list-style-type: none"> • Read writing aloud to check it makes sense. • Suggest a simple change (e.g., add adjective, join with ‘and’). • Teacher models rereading and improving. 	<ul style="list-style-type: none"> • Check for capital letters, full stops, spaces. • Correct simple spellings using word mats or displays. • Teacher/peer feedback begins.
Year 2	<ul style="list-style-type: none"> • Consider what they are going to write before starting. • Use planning templates (storyboard, list, box-up grid). 	<ul style="list-style-type: none"> • Develop stamina for longer writing (a short piece or paragraph). • Use simple conjunctions (‘because’, ‘but’). 	<ul style="list-style-type: none"> • Add or change words/sentences to improve sense and detail. • Reorganise ideas with support. 	<ul style="list-style-type: none"> • Proof-read for spelling of common exception words, punctuation and tense. • Use editing checklist with support. • Begin independent corrections.

	<ul style="list-style-type: none"> • Begin to choose words for effect and audience. 	<ul style="list-style-type: none"> • Write for different purposes: story, letter, recount. 	<ul style="list-style-type: none"> • Focus on variety of sentences. 	
Year 3	<ul style="list-style-type: none"> • Plan writing using key words, mind-maps or paragraph boxes. • Discuss structure and vocabulary before writing. • Begin to note audience and purpose. 	<ul style="list-style-type: none"> • Write a series of linked paragraphs. • Experiment with different sentence types. • Begin using paragraphs to group ideas. 	<ul style="list-style-type: none"> • Make substantive changes: add adjectives/adverbs, improve openings, re-order sentences. • Read work aloud to peers for feedback. 	<ul style="list-style-type: none"> • Proof-read for spelling of taught patterns. • Edit punctuation (commas in lists, inverted commas for speech). • Use peer and teacher editing.
Year 4	<ul style="list-style-type: none"> • Plan structure independently using story mountains or non-fiction frameworks. • Note ideas, key vocabulary and structure before writing. • Select vocabulary for effect. 	<ul style="list-style-type: none"> • Write for sustained periods, using cohesion across paragraphs. • Adapt tone and form for audience. • Apply grammar and punctuation accurately. 	<ul style="list-style-type: none"> • Revise for flow, cohesion and vocabulary precision. • Improve sentence openings and transitions. • Teacher models “writer’s craft” mini-lessons. 	<ul style="list-style-type: none"> • Edit systematically: spelling, grammar, punctuation, tense. • Use checklists or peer editing protocols. • Increasing independence expected.
Year 5	<ul style="list-style-type: none"> • Plan in detail: purpose, audience, form, structure. • Note key vocabulary, grammar choices, paragraph order. • Discuss models and features of text types. 	<ul style="list-style-type: none"> • Produce longer texts with cohesion between and within paragraphs. • Develop tone, viewpoint and style. • Maintain tense and viewpoint across writing. 	<ul style="list-style-type: none"> • Re-read and refine for clarity, concision and impact. • Reorganise paragraphs, vary sentence structure for effect. • Respond to peer/teacher feedback thoughtfully. 	<ul style="list-style-type: none"> • Proof-read independently for accuracy and consistency. • Edit punctuation (commas, apostrophes, dialogue punctuation). • Use dictionaries and thesauruses accurately.
Year 6	<ul style="list-style-type: none"> • Plan effectively for complex tasks: argument, balanced discussion, narrative with subplot. • Consider reader effect, tone and structure. • Use planning to shape viewpoint and cohesion. 	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences. • Control tone, formality, and structure. • Use advanced devices (cohesive links, varied sentence types). 	<ul style="list-style-type: none"> • Evaluate and revise entire drafts for impact and meaning. • Improve style, vocabulary, structure, and coherence. • Independently redraft sections to enhance effect. 	<ul style="list-style-type: none"> • Edit for precision and polish: grammar, spelling, punctuation, cohesion, presentation. • Apply conventions accurately (layout, citation, headings). • Finalise work for publication or performance.