



Writing Curriculum Skill Progression

Our Writing curriculum aims to build confident, creative, skilful writers who learn to write with both appropriate voice and for a variety of different purposes.

We do this through:

- Giving careful consideration to prior learning/attainment. At the beginning of new learning opportunities, the children will be assessed as to the knowledge and skills they should already know and teaching will be adapted to ensure the children's needs are met.
- Explicit teaching of progressive knowledge and skills, carefully aligned to a wide range of text types
- Providing all pupils with age-appropriate writing learning opportunities in mixed-attainment classes, supported through effective teaching, scaffolding and timely intervention
- Promoting the progressive development and application of grammar, punctuation, spelling and vocabulary knowledge in English from EYFS to Year 6.
- Giving high priority to vocabulary development, acquisition and application. Children will be explicitly taught words/phrases and concepts that are text/topic specific and enhance writing and learning.
- High priority being given toward developing a love of writing, with a focus on depth of understanding and application of features appropriate for the audience and purpose.
- Challenge all pupils through appropriate feedback to encourage self-assessment and self-editing.

Subject Intent:

All year groups will have a focus on consolidating, refining and gaining control when using the taught skills from their year group in their writing. This will ensure that when they reach Year 6 and are striving for Greater Depth, they already have mastery over their existing skills and a confidence in how to use them effectively for their audience and purpose.

This will be done by discussions involving teacher and peers, editing (purple pen work), using good quality model texts to ensure children are exposed to examples of controlled, purposeful writing and opportunities to share work and up level ideas with other children as well as independently.

Writing Skill	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Planning writing	Engage in extended conversations about stories, learning new vocabulary.	I can talk about new words and use them	I can say aloud what I am going to write. I can put grammatically correct sentences together orally, to write stories and recounts.	I plan what I am going to write by discussing and jotting down ideas. I write down key words and ideas to help me plan my writing.	I can compose and rehearse my writing by saying it aloud and making notes. I understand that sectioning helps my writing be clearer for the reader.	I use a variety of planning formats (e.g. mind-maps, story mountains). I can discuss my writing planning with others and use their ideas, to adapt my own. I can discuss the impact of a variety of texts and use similar ideas, to help me plan my writing.	I can use a range of good writing models to help me plan a variety of writing tasks. I make notes to develop my ideas for writing drawing on reading and research where necessary.	Write for a range of purposes

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Structuring writing		<p>Discuss structure in books the children read as part of daily guided reading sessions</p> <p>Use sentence structures that I learn in talk (e.g. through story-time)</p>	<p>I can sequence sentences to form narratives, in fiction and non-fiction texts.</p>	<p>My ideas and events are clearly linked and sequenced</p> <p>My writing includes a sequence of events leading to an ending.</p> <p>I can write about real events, recording these simply and clearly</p> <p>I can write simple, coherent narratives about personal experiences and those of others (real or fictional).</p>	<p>I use headings and sub headings in non-fiction texts.</p> <p>I understand what paragraphs do (e.g. mark a change in time, place, and idea of speaker).</p>	<p>I am beginning to use paragraphs to organise my writing</p> <p>I am able to organise my paragraphs around a theme.</p>	<p>I can use paragraphs to organise my writing logically and shape a non-fiction texts effectively.</p> <p>I can develop ideas within a paragraph and begin using topic sentences to introduce them.</p> <p>I am beginning to use a range of presentational devices in my writing (bullet points, underlining, headings and sub-headings).</p>	<p>Use paragraphs to arrange ideas.</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</p>
Writing sentences and joining clauses	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p>	<p>I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>ELG: I can write simple phrases and sentences which can be read by themselves and others.</p>	<p>I am beginning to understanding what the terms verb, nouns and adjective mean</p> <p>I can use 'and' to join two ideas in a sentence.</p>	<p>I can use the present and past tense mostly correctly.</p> <p>I can use 'and, or, but, because, when, if, and, that, to' to join ideas in my sentences.</p> <p>I recognise, and sometimes use, different kinds of sentences i.e. statements, questions, exclamations or commands.</p>	<p>I am beginning to keep the past, present and future tenses consistent in my writing.</p> <p>I can recognise and use adjectives, adverbs and prepositions in my writing.</p> <p>I can join clauses in more complex ways by using a wide range of conjunctions (e.g. when, before, after, so, although).</p> <p>I am beginning to explore how moving clauses and phrases in a sentence affects the meaning.</p>	<p>I am exploring the different ways verbs are used to indicate when events happen (past, present, future, perfect tense...).</p> <p>I expand noun phrases using adjectives and prepositions.</p> <p>I can identify and use adverbial and fronted adverbials, using a comma accurately.</p> <p>I can identify subordinate and main clauses in sentences.</p> <p>I can write a range of sentences with subordinate clauses, using conjunctions.</p>	<p>I use the consistent and correct tense throughout my work.</p> <p>I use relative clauses appropriately to make the meaning of my sentence clear for the reader (e.g. who, which, where).</p> <p>I am beginning to explore modal verbs and how they can be used to clarify meaning.</p> <p>I know how to use subordinate clauses to add clarity to my writing.</p> <p>I explore different classes of connectives and begin to use them correctly.</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, vdoing this mostly appropriately (e.g. using contracted forms in dialogues in narrative;</p> <p>using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p>

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Engaging the reader and giving detail		Helicopter Stories promote children to share their own stories orally and develop detail as required.	<p>I can use a range of adjectives to make my writing interesting.</p> <p>I can use topic words and words I have heard in books, to make my writing interesting</p>	<p>I can use a range of adjectives and adverbs to make my writing interesting.</p> <p>I can use topic words and words I have heard in books to make my writing interesting.</p> <p>I add 'wow' words to make my writing more exciting to read.</p> <p>I can use some expanded noun phrases to describe and specify.</p>	<p>I am beginning to use rich and varied words in my writing.</p> <p>I can use vocabulary I have heard in books and from other curriculum areas (if appropriate), to make my writing interesting.</p> <p>I can describe different places in interesting ways and use some of these settings in stories</p> <p>I can describe characters.</p> <p>I can use similes in my writing.</p>	<p>I am using rich and varied words in my writing.</p> <p>I can use vocabulary learnt from other curriculum areas to make effectively in my writing.</p> <p>I can identify and begin to use the techniques a writer uses to engage a reader (e.g. varied sentence length, metaphor, simile and repetition avoidance).</p> <p>I can create interesting characters, settings and plots.</p>	<p>I use rich and adventurous vocabulary to add interest to my writing.</p> <p>I write both formal and informal texts using the appropriate language structure.</p> <p>I use stylistic devices to create effects in my writing (e.g. simile, metaphor and personification).</p> <p>I can use dialogue in stories to move the narrative forward or to give information about characters.</p>	<p>In narratives, describe settings and characters.</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instruction and persuasive writing).</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p>
Punctuating sentences		<p>Punctuation is discussed in reading books.</p> <p>Children are taught that a sentence begins with a capital letter.</p> <p>Children are taught that their name begins with a capital letter</p> <p>Recognise punctuation: full stops, question marks, exclamation marks and ellipsis and I know what that means for the story or text</p>	<p>I can use a capital letter for I, the days of the week, names and at the beginning of a sentence</p> <p>I use full stops at the end of most of my sentences and sometimes question marks or exclamation marks.</p> <p>I can leave spaces between words.</p>	<p>I can use a capital letter for I, the days of the week, months, people, places and at the beginning of a sentence</p> <p>I use commas to separate items in a list and finish my sentences with full stops, question marks or exclamation marks.</p>	<p>I can use punctuation in my writing mostly accurately (e.g. ABC . ? ! commas in lists).</p> <p>I am beginning to use inverted commas to mark direct speech. I am beginning to use punctuation correctly within the speech marks.</p>	<p>I can use punctuation in my writing (e.g. ABC . ? ! commas in lists and after fronted adverbials).</p> <p>I am starting to use the rules for punctuating direct speech incl. punctuation before the closing inverted commas and new speaker new line.</p> <p>I can use an apostrophe to show omission or possession.</p> <p>I check my tenses are consistent and use pronouns accurately.</p>	<p>I can use punctuation accurately in my writing (e.g. ABC . ? ! commas in lists and after fronted adverbials).</p> <p>I can punctuate direct speech correctly, including following the 'new speaker, new line' rule.</p> <p>I use commas to mark phrases or clauses accurately.</p> <p>I can use brackets to indicate parenthesis.</p> <p>I am beginning to use colons, semi-colons and dashes to mark boundaries between independent clauses and colons to introduce lists.</p>	<p>Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly^A (e.g. inverted commas and other punctuation to indicate direct speech)</p>

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Spelling		<p>Write some irregular common words.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>ELG: Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>I can spell most of these words: his has some says do today were so by here there where love one once ask friend school push pull full house our</p> <p>I can spell CVC words correctly, including those ending in ck and those containing qu ch sh th</p> <p>I can use my phonic knowledge to make a phonetically feasible spelling choice when spelling words with diagraphs, trigraphs and consonant blends, including 2 syllable words.</p>	<p>I can spell all of these words: the I to no go a be he me she we my was are said they come you look like do today says were his has your so by here there where love someone once ask friend school push pull full house our</p> <p>I can spell many of these words: door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas everybody even</p> <p>I apply what I have learnt in phonics to my independent writing and spell many of them correctly (Sets 1-3)</p> <p>I can use suffixes to spell some words (e.g. <i>ment, ness, ful, less, ly</i>).</p> <p>I can spell some contractions correctly.</p>	<p>I can spell all of the Sacred Heart School non- negotiable age appropriate words correctly.</p> <p>I am starting to use the rules for adding suffixes and prefixes to root words.</p> <p>I know and can use a range of homophones. I can spell there, their and they're.</p> <p>I can use an apostrophe for possession and contraction</p>	<p>I can spell all of the Sacred Heart School non – negotiable age appropriate words.</p> <p>I can add prefixes and suffixes to words usually following the rules correctly.</p> <p>I can use an apostrophe to show possession and omission.</p> <p>I know and can use a range of homophones and can spell there, their and they're.</p>	<p>I can spell the Sacred Heart School non-negotiables age appropriate words correctly.</p> <p>I can add prefixes and suffixes with confidence.</p> <p>I can use the 'i before e except after c' rule.</p> <p>I am beginning to spell words containing the letter string 'ough' correctly.</p> <p>I can spell words with silent letters.</p>	<p>Spell correctly most words from the year 3/4 spelling list, and some words from the year 5/6 spelling list.</p> <p>Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary</p> <p>To check the spelling of uncommon or more ambitious vocabulary.</p>

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Improving and editing		<p>Children can talk about work choices and which words are better and why.</p> <p>I can re-read what I have read to check that it makes sense.</p>	<p>I can read my writing back to my teacher.</p> <p>I can talk about my writing to my teacher or other pupils and suggest what I could do better.</p>	<p>I re read my writing to check for full stops and capital letters and finger spaces.</p> <p>I re read my writing out loud to check for mistakes (particularly tense and punctuation.</p> <p>I can read my writing out loud and use expression and intonation to make it interesting for the listener.</p>	<p>I work with my teacher or a friend to improve my writing.</p> <p>I re-read my writing to check I have used the correct spelling and punctuation.</p> <p>I can use a dictionary to check if I have spelt words correctly.</p> <p>In my self-assessments I think about how well my writing fits the purpose of the task.</p> <p>I can read my writing aloud and with expression.</p>	<p>When editing writing, including that of others, I make changes to words and sentences to improve the overall effect.</p> <p>I proof read for spelling and punctuation errors using a dictionary to help me.</p> <p>I can present my written work to an audience using my voice effectively.</p>	<p>When editing my writing, I can improve sentences and longer sections which impact on the overall effectiveness of the text.</p> <p>When self or peer-assessing, I always consider the overall impact of the text and suggest relevant improvements.</p> <p>I can perform my own compositions using appropriate intonation and volume.</p> <p>I know how to correct my writing using dictionaries, a thesaurus or spell-checker.</p>	
Handwriting	Write some letters accurately.	<p>I can hold my pencil correctly.</p> <p>I can form lower-case and capital letters correctly like those in my name.</p> <p>I can form digits 0-9</p> <p>ELG: Write recognisable letters, most of which are correctly formed</p>	<p>Continue to use RWI formation to form lower case letters correctly</p> <p>I can form capital letters correctly</p> <p>I can begin to use cursive entrances and exits to my letters ready to join.</p>	<p>I can use join my handwriting and write capital letters correctly.</p> <p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>I can use spacing between words that reflects the size of the letters.</p>	I can join my handwriting.	I can join my handwriting in a neat cursive style.	My handwriting is neat, legible and joined and I take care to present my work well.	Maintain legibility in joined handwriting when writing at speed.