



## Writing Curriculum & Progression of Skills Overview

### Skills progression - Literacy - Writing

Pupils are expected to know, apply and understand the matters, skills and processes of: spoken language, transcription, composition, handwriting, spelling punctuation and grammar. The different skills are progressed throughout the year: being readdressed continuously.

Below are the skills and end points for each phase.

#### EYFS

Children at the expected level of development will:

- Use their phonics knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and others are phonetically plausible.
- Beginning to use an 'entry stroke' when forming letters.
- Participate in discussions (varying in size of group) offering ideas, explanations and feelings.
- During spoken language tasks, use past, present and future tenses, conjunctions and recently introduced vocabulary.

	Year1/2	Year 3/4	Year 5/6
Aim	<p>I can sequence sentences to write short narratives based on fictional and real experiences.</p> <p><b><i>I can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real and fictional).</i></b></p>	<p>I can write for a range of real purposes and audiences. These purposes and audiences should underpin the decisions about the form the writing should take.</p>	<p>I can write for a range of purposes and audiences, demonstrating a specific selection of content and the use of the appropriate form.</p> <p><b><i>I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</i></b></p>
Tense	<p>I am growing in my accuracy when writing in the past tense.</p> <p>I am mostly accurate when writing in present tense.</p> <p><b><i>I can use past and present tense mostly correctly throughout writing.</i></b></p> <p><b><i>I can use verbs to mark action in progress.</i></b></p>	<p>I can use past and present tense consistently.</p> <p>I am confident when using the progressive form of verbs.</p> <p>I can sometimes use the present perfect form of verbs.</p> <p><b><i>I can use a variety of verb forms correctly and consistently (past and present tense, progressive and present perfect).</i></b></p> <p><b><i>I can use Standard English forms for verb inflections (we were instead of we was).</i></b></p>	<p>I can use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect form of verbs).</p> <p>I can use Standard English forms for verb inflections instead of local forms (e.g. we were <u>not</u> we was).</p> <p>I can use modal verbs to indicate degrees of possibility.</p> <p><b><i>I can use verb forms consistently and correctly (e.g. simple past, progressive, present perfect form of verbs).</i></b></p> <p><b><i>I can appropriately use modal verbs to indicate degrees of possibility, probability and certainty most of the time.</i></b></p>



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Saughall All Saints C of E Primary School

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			<i>I can use passive voice, where appropriate, to affect how information is presented.</i>
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<p>Conjunctions and Appropriate Vocabulary &amp; Grammatical Structures</p>	<p>I can use 'and' to join clauses.</p> <p><b><i>I can use co-ordination (and, or, but) to join clauses. I can show some use of subordination (when, if, that, because) to join clauses.</i></b></p>	<p>I can use a wider variety of conjunctions to join clauses (when, before, after, while, so, because). I use statements, exclamations, questions and commands effectively.</p> <p><b><i>I can extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although). I can use fronted adverbials to vary sentence structure (time, place and cause/manner).</i></b></p>	<p>I can adapt sentence length and vocabulary to change and enhance meaning. I can use relative clauses and parenthesis appropriately e.g. bracketed information in non-narrative, commas around relative clauses when adding detail in narrative etc.</p> <p><b><i>I can adapt sentence length and vocabulary to change and enhance meaning including use of a wide range of conjunctions. I can include relative clauses using a wide range of relative pronouns (who, which, where, when, whose, that) or an omitted pronoun to clarify and explain relationships between ideas. I can make appropriate choices of vocabulary and grammar to suit both formal and informal situations.</i></b></p>
<p>Level of Detail</p>	<p>I can use 'and' to join words. I can use some simple description.</p> <p><b><i>I can use expanded noun phrases to add description and detail. I can use -ly to turn adjectives into adverbs e.g. slow to slowly</i></b></p>	<p>I can use expanded noun phrases used to add description and detail. I can use a varied and rich vocabulary. I can use adverbs and prepositions to express time, place and cause.</p> <p><b><i>I can use expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. I can use of a varied and rich vocabulary. I can develop settings using expanded noun phrases and fronted adverbials. I use descriptions and speech to build a character and evoke a response.</i></b></p>	<p>I can use expanded noun phrases, adverbs, determiners and preposition phrases to convey complicated information concisely. I can use relative clauses to add detail or description (who, which, where, when, whose, that or an omitted relative pronoun). I can use adverbs to indicate degrees of possibility.</p> <p><b><i>I can use expanded noun phrases, adverbs and prepositions to convey complicated information concisely and to add detail. I can create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel. I can integrate dialogue in narratives to convey character and advance the action.</i></b></p>



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<p><b>Cohesive Devices &amp; Logical Sequence of Events</b></p>	<p>I am beginning to link ideas or events by subject and/or pronoun. I can write short narratives ensuring that many sentences are sequenced accurately.</p> <p><b><i>I can use adverbs and subordinate clauses to support sequence of events/ ideas e.g. suddenly, quickly, when it was dinner time.</i></b> <b><i>I can sequence connected events.</i></b> <b><i>I can use pronouns to extend and link sentences.</i></b></p>	<p>I can write a full sequence of events (dilemma/conflict/resolution). I can sequence ideas or events:</p> <ul style="list-style-type: none"> <li>• Maintaining form e.g. bullet points and headings.</li> <li>• Use adverbs and prepositions</li> </ul> <p>Use pronouns to extend and link sentences.</p> <p><b><i>I can use fronted adverbials to connect and introduce paragraphs.</i></b> <b><i>I sometimes use determiners to give more detail about nouns.</i></b> <b><i>I avoid repetition through choice of noun or pronoun.</i></b></p>	<p>I can use a wide range of devices to build cohesion within a paragraph: adverbs and adverbials (then, after that, this, firstly), tense choices, and a variety of nouns, pronouns and determiners to avoid repetition. I can link across paragraphs using adverbs and adverbial phrases (time, place and number); a variety of nouns, synonyms, pronouns and determiners; and tense choices.</p> <p><b><i>I can use a range of devices to build cohesion (adverbials of time and place, pronouns, nouns and synonyms, conjunctions).</i></b> <b><i>I can use the appropriate choice of tense to support whole text cohesion and coherence.</i></b></p>
<p><b>Text Structure &amp; Organisation</b></p>	<p><b><i>Write statements, questions, exclamations and commands appropriately.</i></b></p>	<p>I can select relevant content. In non-narrative material, I can group related ideas in paragraphs. I can write an opening paragraph and further paragraphs for each stage of a narrative.</p> <p><b><i>I can create characters, settings and plot in narrative.</i></b> <b><i>I can use paragraphs to organise information and ideas around a theme.</i></b> <b><i>I can use paragraphs to organise and sequence more extended narratives.</i></b> <b><i>I can use organisational devices including headings and subheadings.</i></b></p>	<p>I can use paragraphs to organise more complex information and themes. I can use paragraphs to organise and sequence more extended narrative structures (organise settings, characters, events and atmosphere).</p> <p><b><i>I can use paragraphs to develop and expand some ideas, descriptions, themes or events in depth.</i></b> <b><i>I can use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables, to guide the reader.</i></b></p>



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<p><b>Punctuation</b></p>	<p>I can show some use of full stops and capital letters. I am beginning to use exclamation marks. I am beginning to use question marks. I use capital letters for names of people and places; days of the week and for the personal pronoun 'I'.</p> <p><b><i>I can show some use of full stops, capital letters, exclamation marks and question marks.</i></b></p>	<p>I can accurately use full stops and capital letters, exclamation and question marks, commas to separate items in a list <u>most of the time</u>. I mostly use apostrophes for contracted forms and possession accurately. I sometimes use inverted commas to punctuate direct speech.</p> <p><b><i>I mostly use full stops and capital letters; exclamation and question marks; commas to separate items in a list; apostrophes for contracted forms and possession accurately.</i></b></p> <p><b><i>I can accurately use Y4 punctuation: commas after fronted adverbials and inverted commas for direct speech <u>most of time</u>.</i></b></p> <p><b><i>I sometimes use other punctuation to indicate direct speech and possessive apostrophes for plural nouns accurately.</i></b></p>	<p>I mostly use accurate punctuation at year 4 standard: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and speech punctuation, apostrophes for contraction and apostrophes for singular possession. I sometimes use Y5 punctuation: brackets, dashes and commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity accurately.</p> <p><b><i>I use a range of punctuation, mostly correctly, including brackets or commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity and inverted commas and other punctuation to indicate speech.</i></b></p> <p><b><i>I sometimes use colons to introduce lists and semi-colons to separate items within lists, colons and semi-colons to make the boundary between independent clauses, dashes to indicate parenthesis and hyphens to avoid ambiguity and consistent punctuation of bullet points accurately.</i></b></p>
<p><b>Edit, Evaluate &amp; Proof Read</b></p>	<p>I can check that my written work makes sense through re-reading with other pupils and the teacher. I can read work aloud clearly.</p> <p><b><i>I can begin to make simple additions, revisions and corrections.</i></b></p> <p><b><i>I can re-read and evaluate writing checking for meaning and tense form.</i></b></p> <p><b><i>I can proof-read writing independently (some prompting may be required).</i></b></p>	<p>I can evaluate and edit by assessing the effectiveness of my own and others' writing as well as proposing changes to grammar and vocabulary. I can proof-read for spelling and punctuation errors.</p> <p><b><i>I can evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation.</i></b></p> <p><b><i>I can proof-read for spelling and punctuation errors.</i></b></p>	<p>I can evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement. I can proof-read for spelling and punctuation errors.</p> <p><b><i>I can evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register.</i></b></p> <p><b><i>I can proof-read for spelling and punctuation errors.</i></b></p>



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<p><b>Spelling, Handwriting &amp; Transcription</b></p>	<p>I can spell words containing previously taught phonemes with some accuracy.  I make phonetically plausible attempts to spell words that have not yet been learnt.  I spell common exception words at WTS standard.  I spell some common exception accurately (e.g. Letters and Sounds Phase 4&amp;5).  I can apply prefix -un with growing accuracy for both verbs and adverbs.  I can apply many suffixes with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs  I can spell days of the week accurately.  I leave spaces between words.  My lower-case letters are sometimes formed accurately, starting and finishing in the correct place.  I can form digits 0-9 mostly accurately.  I can understand which letters belong to which handwriting families.  I hold a pencil comfortably and correctly.  I sit correctly at a table</p> <p><i>I can segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others.</i>  <i>I usually spell simple monosyllabic and polysyllabic words accurately including high frequency homophones (e.g. to, too, two/ there, they're, their/ floated/ many/ coat).</i>  <i>I can spell many common exception words (refer to spelling appendix or phonics programme).</i>  <i>I can sometimes use suffixes accurately to correctly spell words e.g. -ing, -ed, -er, -est, -y where change is needed to the root of the word (running, happily, making, dancer, sweetest)</i>  <i>I can spell some words with contracted forms correctly.</i>  <i>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</i></p>	<p>I can spell most KS1 common exception words correctly.  I can spell the full range of spelling rules and patterns in appendix 1 for Y1/2.  I can sometimes accurately spell words from the Y3/4 word list and apply the prefixes/suffixes and homophones in Y3/4 spelling appendix.  I can use a/an accurately.</p> <p><i>I can spell the full range of spelling rules in Appendix 1 for Y3/4 mostly accurately.</i>  <i>I can accurately spell the words from the Y3/4 word list most of the time.</i>  <i>I can join my handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency.</i></p>	<p>I can apply the full range of spelling rules and patterns in Appendix 1 for years 3/4 and mostly accurately spell words from the year 3/4 word list.  I can sometimes accurately spell words from the year 5/6 word list and rules/patterns from Appendix list 1.</p> <p><i>I can apply the full range of spelling rules and patterns as listed in Appendix 1 for years 5 and 6 mostly accurately.</i>  <i>I can spell correctly most words from the Year 5/Year 6 spelling list.</i>  <i>I can use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</i></p>
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	<p><i>I use spacing between words that reflects the size of the letters.</i></p> <p><i>I write with increasing fluency and stamina.</i></p>		
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<p><b>Spoken Language</b></p>	<p>Take turns to speak, listen to others' suggestions and talk about what they are going to do. Ask &amp; answers questions, make relevant, offer suggestions and take turns. Explain their views in a small group, decide how to reports the group's views to the class.</p> <p><b>Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement.</b> <b>Work effectively in groups by ensuring that each member takes a turn challenging, supporting and moving on.</b> <b>Listen to each other's view and preferences, agree the next steps to take and identify contributions by each group member.</b></p>		<p>Use talk to organise roles and action. Actively include and respond to all members within a group. Use the language of possibility to investigate and reflect on the feelings, behaviour or relationships.</p> <p><b>Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor.</b> <b>Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans. Identify the main points of each speaker; compare their arguments and how they are presented.</b></p>	<p>Plan and manage a group task over time, using different levels of planning. Understand different ways to take the lead and support others in groups. Understand the process of decision-making.</p> <p><b>Consider examples of conflict and resolution, exploring the language used.</b> <b>Understand and use a variety of ways to criticise constructively and respond to criticism.</b></p>
<p><b>Vocabulary</b> (Common exception words) In addition to this will the 3 tier language covered in each Pathways text used. See ind. plans for this.</p>	<p><b>Year 1</b></p> <p>the they one a be once do he ask to me friend today she school of we put said no push says go pull are so full were by house was my our is here his there has where I love you come your some</p>	<p><b>Year 2</b></p> <p>door gold plant clothes floor hold path busy poor told bath people because every hour water find great move again kind break prove half mind steak improve money behind pretty sure Mr child beautiful sugar Mrs children after eye parents wild fast could Christmas climb last should everybody most past would even only father who both class whole old grass any cold pass many</p>	<p><b>Years 3 &amp; 4</b></p> <p><b>Aa</b> breath continue exercise guard <b>Kk</b> naughty position recent <b>Tt</b> accident build <b>Dd</b> experience guide Knowledge notice possess regular therefore accidentally busy decide extreme <b>Hh</b> <b>Ll</b> <b>Oo</b> possession reign thought actual business describe <b>Ff</b> heard learn occasion possible remember thought actually <b>Cc</b> different famous heart length occasionally potatoes <b>Ss</b> through address calendar difficult favourite height library often pressure sentence <b>Vv</b> although caught disappear February history <b>Mm</b> opposite probably separate various answer centre <b>Ee</b> forward <b>Ii</b> material ordinary promise special <b>Ww</b> appear century early forwards imagine medicine <b>Pp</b> purpose straight weight arrive certain earth fruit increase mention particular <b>Qq</b> strange woman <b>Bb</b> circle eight <b>Gg</b> important minute peculiar quarter strength women believe complete eighth grammar interest <b>Nn</b> perhaps question suppose bicycle consider enough group island natural popular <b>Rr</b> surprise</p>	<p><b>Years 5 &amp; 6</b></p> <p>accommodate cemetery develop frequently mischievous pronunciation stomach accompany communicate dictionary government muscle queue sufficient achieve communicate disastrous quarantine necessary recognise suggest aggressive community embarrass harness neighbour recommend symbol ambateur competition environment hindrance nuisance relevant system ancient conscience equipment identity occupy restaurant temperature apparent conscience equipped immediately occur rhyme thorough appreciate controversy especially immediately opportunity rhythm twelfth attached convenience exaggerate individual parliament sacrifice variety available correspond excellent interfere persuade secretary vegetable average criticise existence interrupt physical shoulder vehicle awkward curiosity explanation language prejudice signature yacht bargain definite familiar leisure privilege sincere bruise desperate foreign lightning profession signature category determined forty marvellous programme soldier</p>