

Progression in Writing

Intent

Writing is a crucial part of the curriculum at St Marie's R.C. Primary School. We endeavour that our children to have developed a love of writing and be able to express their thoughts and ideas clearly and creatively through the written word. At St Marie's we aspire our pupils to be articulate and confident speakers so they can use discussion and debate to further their learning. We nurture a culture where children can take pride in their writing and be able to adapt their language and formality for a range of contexts. We want to inspire children to be able to craft their sentences and create writers who can edit, re-read and improve their own writing. We also want to enable our children to confidently use grammar, punctuation and spelling accurately. At St Marie's we set high aspirations for them to take pride in their work and allow their imaginations to flourish.

Implementation

We follow the national curriculum programme of study for English. Our long-term writing plan is linked to our topic overviews so that writing is purposeful and meaningful. Opportunities for cross curricular writing are identified and planned for as a way of consolidating and applying writing skills across different text types and subjects. Stimuli and resources for teaching writing are carefully chosen and varied. Medium term planning ensures progression of skills and understanding in transcription and composition. A focus on using quality vocabulary is a key driver throughout the curriculum. Our school provides daily English lessons that are progressive and support skill development. Teachers (using the principle of the Write Stuff) model writing for children who then use this as a framework for crafting their own work. As part of our enriched curriculum, English opportunities are planned through a variety of ways including through our enriched curriculum : trips. Visits to museums, visits and performances. The Early Years Foundation Stage Curriculum is followed to ensure continuity & progression in the Reception Class and then through to the National Curriculum. Our children learn through play, speaking and listening activities, teacher modelling, group work and self-direction. In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practice writing skills. Teachers model these skills on regular basis and children's work is displayed and published for an audience to enjoy.

Impact - How do we know our intent has been implemented?

Assessment for learning strategies are used on a daily basis. These allow a picture to be built up of the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning. Regular feedback is given to pupils (see the schools' Marking Policy) and helps them to understand how to be successful, what they have achieved and what they need to do to improve further the pupils at St Marie's Primary School take summative assessments in line with statutory requirements. They take part in a phonics screening test in Year 1; reading and writing SATs in Year 2 (which supports the teachers' overall assessment of their attainment); GPS (grammar, punctuation and spelling) and reading tests in Year 6 (as well as their writing attainment being assessed by their teachers, from ongoing work.) Other summative assessments are used throughout the school :for example to test pupils' progress with spelling and grammar.. Moderation of teacher assessment of writing is completed with other local schools and internally in order to ensure that judgements are accurate. We work closely with local schools (Beacon Alliance) so that new initiatives and ideas are shared, and the best, most relevant practice is in place. The Headteacher/ English coordinator identifies developmental needs relating to English through monitoring and discussion. Training needs for English are incorporated into the School Development Plan. These may be addressed by the Headteacher or outside consultants during staff meetings or through attending courses. Where courses are attended, the Headteacher will discuss outcomes with the staff so that new initiatives can be planned for and implemented. We endeavour to ensure our children are confident writers who enjoy writing for a range of purposes and audiences.

Progression in Writing

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling - Phonic and whole word	*use their phonic knowledge to write words which match their spoken sounds *write some irregular common words *write some words spelt correctly *name the letters of the alphabet	*spell words containing each of the 40+ phonemes taught so far – most words can be deciphered *spell most common exception words in the Y1 spelling appendix *recognise and spell a set of simple compound words *name the letters of the alphabet in order *use letter names to distinguish between alternative spellings of the same sound	*segment spoken words into phonemes and represent these by graphemes, spelling many correctly *learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including a few common homophones *distinguish between homophones and near-homophones *spell common exception words	*write words spelt ei, eigh, or ey *write words spelt ch e.g. scheme, chemist, chef, brochure *spell a range of common homophones eg: berry/bury, break/brake, grown/groan	*write words spelt sc e.g. science, discipline, crescent *write words ending with gue and que e.g. league, tongue, antique *spell most homophones in the Y3/Y4 spelling appendix e.g. accept/except, scene/seen	*spell some homophones from the Y5/Y6 spelling appendix *distinguish between some commonly confused words	*spelling some challenging homophones from the Y5/Y6 spelling appendix *distinguish between many commonly confused words
Spelling - other word building	*write other words that phonetically plausible	*use the prefix un- *use the suffixes -ing, -ed -er -est where no change is made to the root word *understand the rule for adding -s or -es as the plural	*spell more words with contracted forms *use possessive apostrophe (singular) *add suffixes to spell longer words	*use knowledge of morphology to spell some words with prefixes dis-, mis-, in-, super-, anti- *spell some words with the suffixes: -ation, -ly, -sure,	*use knowledge of morphology to spell words with prefixes in- ll- im- re- sub- inter- auto- *add suffixes which begin with a vowel eg: forget/forgetting	*spell most words with prefixes and suffixes in Y3/Y4 spelling appendix and some from the Y5/Y6 list eg: -cious, -cial, -ant, -ent, -ance, -ence	*use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Y5/Y6 spelling appendix eg: pre-,

Progression in Writing

		marker for nouns and the third person singular marker for verbs *apply simple spelling rules and guidance from NC Appendix 1	including -ment, -ness -ful, -less, -y *apply spelling rules and guidance from NC Appendix 1	-tion, -sion and -ssion *embed use of apostrophe for a range of contractions and for singular nouns *beginning to use apostrophes for plural possession *spelling some words from the Y3/4 Statutory Word list *use dictionaries to aid checking of spelling	*add suffixes -ous, -sion, -ssion, -tion, -clan and -ly eg: completely, basically – from the full range from the Y3/Y4 spelling appendix *use apostrophes to mark singular and plural possession *spell the majority of the word from the Y3/Y4 Statutory word list *use dictionaries independently to aid checking of spelling using the first 2 or 3 letters of a word	*spell correctly words with letters which are not sounded eg: knight, solemn *know when to use the hyphen to join a prefix to root eg: re-enter *spell the majority of words from the Y3/Y4 statutory word list and some words from the statutory Y5/Y6 list *use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary	re-, -able, -ible, -ably, -ibly, -al, -ial *use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns *spell the majority of words from the statutory Y5/Y6 word list *independently and automatically use a dictionary to check the spelling/meaning of words when appropriate
Transcription		*write from memory simple dictated sentences containing the GPCs and words taught so far	*write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	*write from memory simple dictated sentences which include familiar GPCs, common exception words and punctuation – including the new punctuation taught so far	*write from memory simple dictated sentences which include familiar GPCs, common exception words, words from the Y3/Y4 statutory word list and all punctuation taught so far	*write from memory simple dictated sentences which include words from the KS2 curriculum	*write from memory simple dictated sentences which include words and punctuation from the KS2 curriculum

Progression in Writing

Handwriting		*sit correctly at a table, holding a pencil comfortably and correctly *begin to form lower-case letters in the correct direction – starting and finishing in the right place *form capital letters *forms digits 0-9 *understand which letters belong to which handwriting 'families' (eg letters that are formed in similar ways) and practise these *leave spaces between words	*form lower case letters of the correct size relative to one another *starting using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined *write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters *use spacing between words that reflects the size of the letters	*writing is legible and fluent *all letters and digits are correct size, orientation and relationship to one another *capital letters are the correct size relative to lower case *writing is spaced sufficiently so that ascenders and descenders do not meet *diagonal and horizontal strokes are used consistently to join letters *know which letters, when adjacent, are best left unjoined *appropriate letters are joined – consistent to the school's handwriting approach	*writing is legible and fluent *all letters and digits are consistently formed and of the correct size, orientation and relationship to one another *downstrokes of letters are mostly parallel and equidistant *writing is spaced sufficiently so that ascenders and descenders do not meet *appropriate letters are joined consistently	*writing is legible and fluent and quality is beginning to be maintained at speed *correct choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram *can usually chose the appropriate writing implement for the task	*writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed *correct choices are made about whether to join handwriting or print letters etc. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc... *chooses the writing implement that is best suited for a task
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Progression in Writing

Contexts for writing			*write narratives about personal experiences and those of other (real and fictional) *write about real events *write poetry *write for different purposes	*discuss writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar *write to suit purpose showing some features of the genre being taught	*discuss writing similar to that which they are planning to write in order to identify and explain the purpose of its structure, vocabulary and grammar *write to suit purpose and with a growing awareness of audience, using some appropriate features	*discuss the audience and purpose for a piece of writing *with some support – select the appropriate form and use other similar writing as models for their own *when writing narratives, consider ways in which characters and settings can be develop referring to books have read, listened to, seen performed	*confidently identify the audience and purpose for a piece of writing *adapt form and style to suit the audience/purpose and draw appropriate features from models of similar writing *when writing narratives, consider ways in which established authors have developed characters and settings in books the children have read, listened to, seen performed
Planning		*say out loud what they are going to write about *compose a sentence orally before writing it	*plan or say out loud what they are going to write about	*talk about and record initial ideas *compose and rehearse sentences orally (inc dialogue)	*discuss and develop initial ideas in order to plan before writing	*discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop	*use discussion effectively to develop ideas and language before and during writing

Progression in Writing

Drafting	*write simple sentences which can be read by themselves and others	*sequence sentences to form short narratives	*write down ideas and/or key words including new vocabulary *encapsulate what they want to say, sentence by sentence	*organise paragraphs broadly around a theme with some scaffolding *write chronological narratives *write in sequence *describe characters, settings and/or plot in simple ways adding some interesting details	*organise writing into appropriate sections or paragraphs – both for fiction and non-fiction *appropriately use a range of presentational devices including use of title and subheadings *use dialogue (note: balance between dialogue and narrative may be uneven) *describe characters, settings and plot with some appropriate interesting details	*organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs *use a range of presentational devices including use of title and subheadings and bullet points *use dialogue to indicate character and event *describe characters, settings and plot with growing precision *find key words and ideas – begin to write summaries	*organise and shape paragraphs effectively – develop and expand some ideas in depth, adding detail within each paragraph *use a range of devices to link ideas within and across paragraphs eg: precise, adverbials, deliberate repetition, sustained tense *use a range of presentational devices which clearly guide the reader eg: bullet points, tables, columns *integrate dialogue to convey and contrast characters and to advance the action *describe characters, setting and atmosphere with some precision *use complex plot structures *write an accurate precis
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Progression in Writing

Performing		*read their writing aloud, clearly enough to be heard by their peers and the teacher	*read aloud what they have written with appropriate intonation to make the meaning clear	*read their own writing aloud to a group or whole class with appropriate intonation to make that the meaning is clear and sufficient volume to be heard	*read their own writing aloud to a group or whole class with appropriate intonation and controlling the tone and volume so that the meaning is clear	*perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience	*confidently perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience
Vocabulary		*join words and clauses using “and”	*expanded noun phrases to describe and specify	*extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while, before, so	*develop a vocabulary range to develop a wider range of word choices for adjectives, adverts, conjunctions etc...	*begin to use a thesaurus to expand vocabulary *choose vocabulary and grammar to suit formal and informal writing – with guidance *use vocabulary which is becoming more precise	*confidently use a thesaurus to find precise word choices and further expand vocabulary *select vocabulary and grammar to suit formal and informal writing with growing precision *use vocabulary which is varied, interesting and precise
Grammar			*use sentences with different forms – statement, question, exclamation, command *use the present and past tenses correctly and consistently	*use a range of sentence types which are usually grammatically accurate eg: commands, questions, statements *use coordinating and simple	*use a range of sentence types which are grammatically accurate and begin to use sentences containing more than one clause *use a variety of coordinating and	*write a range of sentence structures which are grammatically accurate *understand ‘relative clause’ begins with relative pronouns - who,	*write a range of sentence structures (simple and complex) including relative clauses eg: using that, which *use modal verbs with precision to indicate degrees of possibility

Progression in Writing

			including the progressive form *use subordination (when, if, that, because) and coordination (or and but) *use some features of written Standard English *suffixes to form new words (-ful, -er, -ness)	subordinating conjunctions to join clauses *identify and use a range of prepositions *consolidate knowledge of word classes: noun, adjective, verb, adverb *use a or an according to whether the next word begins with a consonant or vowel *use the past or present tense appropriate: sometimes use the present perfect eg: He has gone out to play.	subordinating conjunctions accurately *use sequencing conjunctions *vary sentence openers – including using fronted adverbials *use expanded noun phrases and adverbial phrases to expand sentences *identify the correct determiner e.g. a, an, these, those *use the appropriate pronoun or noun within and across sentences to aid cohesion/avoid repetition *usually use the past or present tense and 1st/3rd person consistently	which, where, when, whose *indicate degrees of possibility using adverbs eg: perhaps, surely *indicate degrees of possibility using modal verbs *recognise the subjunctive form of the verb when appropriate *usually maintain the correct tense *begin to recognise active and passive voice *identify and select determiners (understand articles as specific determiners an, the, a)	*maintain correct tense and control perfect form of verbs eg: He has collected some shells *recognise and use the subjunctive form of the verb when appropriate *understand and use active and passive voice (to show the flow of 'power') *identify the subject and object *identify synonyms and antonyms
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Progression in Writing

Punctuation		*begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *use a capital letter for names of people, places, days of the week and the personal pronoun I	*use familiar and new punctuation correctly including – full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession	*demarcate sentences with increasing security including capital letters, full stops, question marks, exclamation marks; commas to separate items in lists and apostrophe for both omission and possession *identify direct speech and begin to use inverted commas for direct speech	*use sentence demarcation with accuracy including capital letters, full stops, question marks, exclamation marks, commas to separate items in lists and for fronted adverbials and use apostrophes correctly for both omission and possession *use inverted commas accurately for direct speech	*demarcate sentences correctly – use a comma for a pause in complex sentences *begin to use punctuation for parenthesis: brackets, commas and dashes	*use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens: ellipsis; consistent use of bullet points
Grammatical Terminology		*letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	*noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, very, past tense, present tense, apostrophe, comma	*preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)	*determiner, pronoun, possessive pronoun, adverbial, fronted adverbial	*modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	*subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points