

ST MARY'S WRITING PROGRESSION 2021

INTENT:

At St Mary's we feel that English has a vital place in education and society. Our children need to develop skills in reading, writing, speaking and listening so that they can express themselves creatively and communicate with others effectively. We ensure that pupils leaving the school are confident, independent and literate learners.

We offer an exciting, broad and balanced curriculum that develops the literacy skills of each child to the highest level. Spoken language underpins the development of reading and writing in our school and speaking and listening is an integral part of the whole of the school day. Reading is a skill essential for life and it is vital that our children leave school able to read fluently, confidently and have a love of reading. This enables students to be confident writers for they have been exposed to varied genres, new vocabulary and grammatical structures.

We want to encourage children to become enthusiastic and thoughtful writers who understand and engage with what they are writing through:

- Carefully selected texts to base reading and writing tasks around, texts that engage and excite
- Carefully chosen books to read as a whole class at the end of a school day to allow all abilities to access an uninterrupted read and be exposed to challenging vocabulary and grammatical devices
- Carefully chosen writing outcomes that align with the curriculum but also show clear audience and purpose for the children
- Writing checklists to enable the children to see where to improve
- Strong modelled examples from the teachers who equally have a strong subject knowledge in the elements of spelling and grammar
- High standards of writing in other subject areas
- Book Weeks and Writing Weeks to take a whole school approach to a writing task

We feel that the key purpose of writing is to communicate meaning and therefore all writing tasks have an identified and clear purpose. The writing process includes forming, articulating and communicating ideas. The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences.

We aim to develop the children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. We do this through in depth study of a focus text that provides a balance between poetry, non-fiction and fiction. Children are also well equipped in the elements of grammar required as well as legible, joined handwriting by the end of KS2.

	30-50 months	40 – 60 months	Year 1	Year 2
Phonic & Whole word spelling	Sometimes gives meaning to marks as they draw and paint Ascribes meanings to marks that they see in different places	Gives meaning to marks they make as they draw, write and paint Begins to break the flow of speech into words Continues a rhyming string Hears and says the initial sound in words Can segment the sounds in simple words and blend them together Links sounds to letters, naming and sounding the letters of the alphabet	Words containing each of the 40+ phonemes taught Common exception words The days of the week Name the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Distinguishing between homophones and near-homophones
Other word building spelling		Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Writes own name and other things such as labels, captions	Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Using the prefix un- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words Apply simple spelling rules and guidance from Appendix 1	Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidelines from Appendix 1
Transcription		Attempts to write short sentences in meaningful contexts Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds They also write some irregular common words They write simple sentences which can be read by themselves and others Some words are spelt correctly and others are phonetically plausible	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception 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
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 Form digits 0-9 Understand which letters belong to which handwriting 'families' and to practise these	Form lower-case letters of the correct size relative to one another Start 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
Contexts for Writing				Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes
Planning Writing			Saying out loud what they are going to write about Composing a sentence orally before writing it	Planning or saying out loud what they are going to write about

Drafting Writing			Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense	Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence
Editing Writing			Discuss what they have written with the teacher or other pupils	Evaluating their writing with the teacher and other pupils Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proofreading to check for errors in spelling, grammar and punctuation
Performing Writing			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
Vocabulary			Leaving spaces between words Joining words and joining clauses using "and"	Expanded noun phrases to describe and specify
Grammar			Regular plural noun suffixes (-s, -es) Verb suffixes where root word is unchanged (-ing, -ed, -er) Un- prefix to change meaning of adjectives/adverbs To combine words to make sentences, including using and Sequencing sentences to form short narratives Separation of words with spaces Sentence demarcation (. ! ?) Capital letters for names and pronoun 'I')	Sentences with different forms: statement, question, exclamation, command The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and coordination (using or, and, or but) Some features of written Standard English Suffixes to form new words (-ful, -er, -ness) Sentence demarcation Commas in lists Apostrophes for omission & singular possession
Punctuation			Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, days of the week, and personal pronoun 'I'	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Grammatical Terminology			Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma

Year 3	Year 4	Year 5	Year 6	
<p>Spell further homophones</p> <p>Spell words that are often misspelt (Appendix 1)</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt (Appendix 1)</p> <p>Apply known spelling rules and patterns to spell unfamiliar words. (Appendix 1)</p>	<p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	Phonic & Whole word spelling
<p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Use apostrophes correctly for possession when the name ends in s</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use spelling rules and root word knowledge to spell out unfamiliar words (usually antonyms)</p>	Other word building spelling
<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Write fluently</p>		Transcription
<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p> <p>Increase the speed of writing</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p> <p>Clear differentiation between notetaking handwriting and publishing handwriting</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p> <p>Adapting handwriting style to match the purpose of the writing</p>	Handwriting
<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Understanding the purpose of the writing</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Develop awareness of how language changes depending on the genre of writing</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Can write for a range of purposes, adapting language to fit the purpose</p> <p>Awareness of levels of formality needed to fit the purpose and audience of the piece of writing</p>	Contexts for Writing
<p>Discussing and recording ideas</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Discussing and recording ideas</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Begin to think about the layout of the text whilst planning</p>	<p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Ability to use bullet points for note taking and to jot down ideas and then adapt into complete sentences/paragraphs</p>	<p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Thinking about the style of writing to adopt and how the language choices and formality will be affected by this</p>	Planning Writing
<p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices (headings & subheadings)</p>	<p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices</p> <p>Beginning to think about most appropriate language choices</p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	Drafting Writing

		<p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader</p>	<p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader</p> <p>Experimenting with layout and organisation of a text to ensure that it fits the purpose and audience</p>	
<p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proofread for spelling and punctuation errors (may need support or scaffolding)</p>	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proofread for spelling and punctuation errors independently</p>	<p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p>	<p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p> <p>Reflective evaluation and critique of their own work</p>	Editing Writing
<p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Good awareness of audience</p>	Performing Writing
<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause (and place)</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Use a thesaurus</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Developing awareness of levels of formality</p>	<p>Use a thesaurus</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Awareness of levels of formality and shifts in formality within a piece of writing</p> <p>Use knowledge of connotations to select precise vocabulary to fit the purpose and the audience of the piece</p>	Vocabulary
<p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Form nouns using prefixes (super-, anti-)</p> <p>Use the correct form of 'a' or 'an'</p> <p>Word families based on common words (solve, solution, dissolve, insoluble)</p>	<p>Using fronted adverbials</p> <p>Difference between plural and possessive -s</p> <p>Standard English verb inflections (I did vs I done)</p> <p>Extended noun phrases, including with prepositions</p> <p>Appropriate choice of pronoun or noun to create cohesion</p>	<p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Converting nouns or adjectives into verbs</p> <p>Verb prefixes</p> <p>Devices to build cohesion, including adverbials of time, place and number</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Differences in informal and formal language</p> <p>Synonyms & antonyms</p> <p>Further cohesive devices such as grammatical connections and adverbials</p> <p>Use of ellipsis</p>	Grammar

Using and punctuating direct speech (i.e. Inverted commas)	<p>Using commas after fronted adverbials</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>Using and punctuating direct speech (including punctuation within and surrounding inverted commas)</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using brackets, dashes or commas to indicate parenthesis</p>	<p>Using hyphens to avoid ambiguity</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>	Punctuation
Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	Determiner, pronoun, possessive pronoun, 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	Grammatical Terminology