

Writing Curriculum Progression



Intent

Why do we teach this? Why do we teach it in the way we do?

At St. Thomas More's Catholic Primary School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach; this links closely to the way we teach reading, as the text that we use in writing lessons, where possible, is the same text as the one that we use in guided reading lessons.

Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in History and Geography. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

Implementation

What do we teach? What does this look like?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Teachers clearly model writing skills and document the learning journey through consistent working walls; guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing.

Throughout the Early Years, Key Stage 1 and Key Stage 2, we teach writing through a text-based approach, which allows us to meet the needs of the children that we are teaching – through choosing a text that will engage, inspire and motivate. As well as reading a wide variety of genres, children are given frequent opportunities to develop their skills in writing in different genres. Through exploring texts in depth, children are given the opportunity to put their writing skills into practice through two or three pieces of extended writing per term: a range of fiction and non-fiction. Children regularly publish their piece writing and it is displayed in the corridors throughout the school. This allows every child to have a written piece of work on the walls, which can be seen and celebrated by all, as well as knowing they are writing for a purpose and being seen as real writers.

Pupils are taught punctuation and grammar skills in context of the text drivers, appropriate to their year group, within our text based approach to planning, allowing opportunities to identify, practice and consolidate grammatical understanding, whilst also being immersed in a text. Children then apply the grammar and punctuation skills that they have learnt in their extended pieces of writing.

Spelling: At St. Thomas More's, spelling is taught regularly in focused sessions within each class. Learning to recognise the high frequency words on sight is crucial in developing fluency and accuracy in reading and then writing. High frequency words are the words that appear most often in printed materials. Some of the high frequency words are referred to as 'tricky words' and 'common exception words', as the children are unable to use their phonic knowledge to decode every part of the word. Once children are confident in reading and spelling high frequency words, they are taught spelling rules and are encouraged to apply these rules in their writing. Class teachers use No Nonsense Spelling to support with the teaching of the different spelling rules and this can then often be used as homework for children when applicable. Spellings are sent home in each year group as part of the children's homework; the pupils are then tested on these words in their weekly/ fortnightly spelling tests.

Impact

What will this look like?

By the time children leave our school they will:

- Make good progress from their KS1 results
- Have a love for writing and write for enjoyment
- Be able to produce written work in all areas of the curriculum to a high standard
- Be confident to write for a range of different purposes

Transcription							
Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<ul style="list-style-type: none"> Spell words by identifying the sound and then writing the sounds with letter or letters 	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught Spell common exception words that have been taught Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Use –ing and –ed, where no change is needed in the spelling of root words Spell the days of the week Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Begin to spell words using contracted forms Can use the prefix un– Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words Write from memory simple sentences dictated by the teacher that include words using the GPCs 	<ul style="list-style-type: none"> Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly Spell by learning new ways of spelling phonemes for which one or more spellings are already known Spell common homophones Spell common exception words taught so far Add suffixes to spell longer words, including –ly Use the possessive apostrophe (singular) Add suffixes to spell longer words, including –ful, –less (to create adjectives) Spell more words with contracted forms Distinguish between homophones and near-homophones Add suffixes to spell longer words –ment, –ness Write from memory simple sentences dictated by the teacher that include words using the GPCs, 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell words that are often misspelt (English Appendix 1) Use the first two or three letters of a word to check its spelling in a dictionary Form nouns using prefixes e.g. super, anti, auto Spell further homophones and understand their meanings Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals e.g. boys’, girls’ and in words with irregular plurals e.g. children’s Use the first two or three letters of a word to check its spelling in a dictionary Plural nouns of words ending in ‘o’. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus Use further prefixes and suffixes and understand the guidance for adding them e.g. –dis-, ‘de-’, ‘mis-’, ‘over-’ and ‘re-’ Spell some words with ‘silent’ letters Continue to distinguish between homophones and other words which are often confused 	<ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use a thesaurus Recognise how words are related by meaning as synonyms and antonyms Use further prefixes and suffixes and understand the guidance for adding them Spell some words with ‘silent’ letters Continue to distinguish between homophones and other words which are often confused

		and common exception words taught so far	common exception words and punctuation taught so far				
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Handwriting							
Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Children handle equipment and tools effectively, including pencils for writing. • Children write in print 	<ul style="list-style-type: none"> • 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' (i.e. letters that are formed in similar ways) and practise these. 	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • 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 • Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> • 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 • Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • 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 • Is able to maintain fluency of writing and has sufficient stamina for typical written tasks • Can correctly join letters in accordance with the school's agreed style • Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task

Composition: Composition and Effect							
Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings and paintings Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves 	<ul style="list-style-type: none"> Write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> Say out loud what they are going to write about Discuss what they have written with the teacher or other pupils Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary Select basic ideas and content linked to the purpose of a task Re-read what they have written to check that it makes sense Use simple prepositions 	<ul style="list-style-type: none"> Consider what they are going to write before beginning by planning or saying out loud what they are going to write about When planning, write down ideas and/or key words, including new vocabulary Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Re-read to check that writing makes sense e.g. verb tense Proof-read to check for errors in spelling, grammar and punctuation Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use adventurous vocabulary appropriate to task Use a range of prepositions (behind, before, above, along) 	<ul style="list-style-type: none"> Writing is clear in purpose Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar When planning, discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creates settings, characters and plot Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' Expansion of detail / events may be supported through vocabulary (technical, vivid 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan their writing by discussing and recording ideas Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creates settings, characters and plot Writing is clear in purpose Use a varied and rich vocabulary Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) Use figurative language such as 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing Select the appropriate form and use other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use expanded noun phrases to convey complicated information concisely Use a range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Identify the audience for and purpose of the writing Select the appropriate form and use other similar writing as models for their own Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision Use range of devices to build cohesion within and across paragraphs Select language that shows good awareness of the reader Understand and apply the difference between

				language) and explanation	similes, alliteration to build a picture in the readers head	<ul style="list-style-type: none"> • In narratives, describe settings, characters and atmosphere • Choose the appropriate register for the audience and purpose (formal or informal) • Viewpoint is established and generally maintained • Use figurative language such as similes, alliteration, metaphors and personification in poetry • Editing sentences by either expanding or reducing for meaning and effect • Content is balanced e.g. between action/ description/ dialogue, fact and comment 	<p>vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</p> <ul style="list-style-type: none"> • In narratives, describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Use figurative language such as similes, alliteration, metaphors and personification in a range of writing • Select verb forms for meaning and effect e.g. deliberate change of tense • Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this • Select synonyms accurately for effect rather than as an alternative for an original word
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Composition: Text Structure and Organisation							
Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Write simple sentences which can read by themselves and others. 	<ul style="list-style-type: none"> Has an awareness that ideas can be organised into a sequence Sequence sentences to form short narratives Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions 	<ul style="list-style-type: none"> Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Use brief opening and ending Appropriately sequences ideas Link related sentences through the use of pronouns and adverbials where appropriate 	<ul style="list-style-type: none"> Organise writing into logical chunks and write a coherent series of linked sentences for each Select nouns and pronouns to provide clarity for the reader Use simple organisational devices, e.g. headings and subheadings Organise paragraphs around a theme Vary nouns and pronouns to avoid repetition Uses varied nouns and pronouns for cohesion 	<ul style="list-style-type: none"> Non-narrative material uses simple organisational devices Organise paragraphs around a theme Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause for cohesion Openings and closings are clearly signalled and well developed Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>) Linking ideas across paragraphs through tense choice (he had seen her before) Use a wide range of devices to build cohesion within paragraphs 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables Draft and write by using a wide range of devices to build cohesion within paragraphs Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis

Composition: Sentence Structure

Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> Compose a sentence orally before writing it Write a simple sentence starting with a personal pronoun Write a simple sentence starting with a noun/proper noun Write a simple sentence with straight forward subject/ verb agreement Write reliably formed simple and compound sentences 	<ul style="list-style-type: none"> Write questions (beginning with who/ what/ when/ where/ how etc) Write statements Write commands using the imperative form of a verb Use sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> Draft and write an increasing range of sentence structures (simple and compound) Use some variation in sentence types (statement/ command/ question/ exclamation) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) 	<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue) Use an increasing range of sentence length and structure Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> Make deliberate choices of sentence length and structure for impact on the reader Fronted prepositional phrases for greater effect e.g. <i>Throughout the stormy winter ...</i> <i>Far beneath the frozen soil ...</i> Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence 	<ul style="list-style-type: none"> Use a wide range of clause structures, sometimes varying their position within the sentence Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he? Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as <u>If I were</u> or <u>Were they to</u> come

Vocabulary, Grammar and Punctuation							
Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> • Leave spaces between words • Use capital letter for names • Use capital letter for the personal pronoun 'I' • Begin to punctuate sentences using a capital letter and a full stop • Join words using 'and' • Begin to punctuate sentences using a question mark • Join clauses using 'and' • Use a capital letter for days of the week • Begin to punctuate sentences using an exclamation mark • Use simple noun phrases (adjective + noun) • Can use the following terminology from Appendix 2 to discuss their writing: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i> 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation to demarcate sentences • Use coordinating conjunctions (or/and/but) • Write expanded noun phrases to describe and specify • Use the present and past tenses correctly and consistently • Use -ly to turn adjectives into adverbs – slow/ slowly • Use subordinating conjunctions (when/ if /that /because • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling • Use the suffixes – er, -est, in adjectives • Use the progressive form correctly and consistently e.g he was shouting. • Use apostrophes to mark singular possession in nouns • Form nouns using suffixes –ness, -er and by compounding e.g. 	<ul style="list-style-type: none"> • Use conjunctions to express time, place and cause • Use adverbs and prepositions to express time, place and cause • Use inverted commas to punctuate direct speech • Know when to use 'a' and 'an' • Proof-read for spelling and punctuation errors • Use irregular simple past-tense verbs e.g. awake / awoke • Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play • Indicate possession by using the possessive apostrophe with plural nouns • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Use fronted adverbials • Use commas after fronted adverbials • Use and understand the grammatical 	<ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair • Understand the difference between plural and possessive -s • Proof-read for spelling and punctuation errors • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Standard English forms for verb inflections instead of local spoken forms • Use fronted adverbials followed by a comma • Use the present perfect form of 	<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors • Use relative clauses beginning with who, which, where, when, whose, that • Use commas to clarify meaning or avoid ambiguity in writing • Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' • Ensure correct subject and verb agreement when using singular and plural • Use brackets, dashes or commas to indicate parenthesis • Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Ensure the consistent and correct use of tense throughout a piece of writing • Use a colon to introduce a list • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing 	<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors • Ensure the consistent and correct use of tense throughout a piece of writing • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Use correct subject and verb agreement when using singular and plural • Use brackets, dashes or commas to indicate parenthesis • Use a colon to introduce a list • Use a semi colon within lists • Use semi colons, colons or dashes to mark boundaries between independent clauses • Use hyphens to avoid ambiguity • Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Punctuate bullet points consistently

			<p>whiteboard, superman</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i> 	<p>terminology in English Appendix 2 in discussing their writing: <i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma</i></p>	<p>verbs in contrast to the past tense</p> <ul style="list-style-type: none"> • Indicate possession by using the possessive apostrophe with plural nouns • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>determiner, pronoun, possessive pronoun, adverbial</i> 	<p>their writing and reading: <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></p>	<ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points</i>
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