



Writing Progressive Skills Document

Key Concepts:

Key concepts are explored through different text types appropriate to the age and ability of the child.

Composition	Children are taught the structure of different types of text.
Transcription	Children are taught to write legibly and with increasingly accurate spelling.

Second Order Concepts:

Within writing sessions, children are taught a range of skills in order for them to develop as confident writers.

Planning	Looking at real texts, children are taught different features of types of text and how to plan both orally and written.
Structure	Children are taught to write cohesively within a range of texts.
Vocabulary	Using awareness of the reader, children are taught to use a range of adventurous language.
Grammar	Children are taught to construct sentences which are grammatically correct.
Punctuation	Children are taught to use accurate and increasingly higher level punctuation including punctuation to create specific effect.
Spelling	In accordance with their age and ability, children are taught different spelling strategies to improve their writing.
Handwriting	Children are taught to form letters correctly according to the school handwriting policy.

By the end of EYFS:

Children will be able to write recognisable letters, most of which are correctly formed. They will be able to spell words by identifying sounds in them and representing the sounds with a letter or letters. It is expected that they will also write simple phrases and sentences that can be read by others. Children will show good control and co-ordination in their small movements. They will handle equipment and tools effectively, including pencils for writing.

By the end of Key Stage 1:

Children will be able to write narratives, both real and fictional. Children will write using past and present tense mostly correctly and consistently. Children will demarcate sentences using capital letters, full stops and question marks most accurately. Children will spell most common exception words correctly. Handwriting will show consistency in letter sizing.

By the end of Key Stage 2:

Be able to write for a range of purposes and audiences showing increasing manipulation of sentence structures. Children will be able to use a range of devices to build cohesion within and across paragraphs. They will select and use grammatical structures that reflect what the writing requires. They will use a range of punctuation and maintain tense throughout a piece of writing. Children will spell most words correctly or will be able to use resources quickly and efficiently in order to support spelling. Handwriting will be consistently joined in line with the school policy.

Pedagogy

Early writing and phonics are taught following the Read Write Inc phonic programme. Units of writing are carefully planned and taught using a structured writing sequence which contains key elements of grammar, punctuation and spelling appropriate to the year group. Throughout the teaching sequence, the children are given the opportunity to analyse high quality writing examples of a particular text type, practise different writing skills and they complete the unit with an independent piece of writing specific to a text type. Throughout the unit, teachers and support staff also look where children need extra assistance and offer swift intervention sessions to provide the children with the skills to produce high quality writing.

Progressive objectives:

Our progressive objectives show what pupils should know and be able to do in each aspect of computing by the end of each year group. The key concepts of writing are developed through each unit of work with a strong focus on each of the second order concepts. These are used to support planning and the ongoing assessments of pupils' work.

	Key Concept: Composition
Y1	I can say out loud what I am going to write about.
	I can compose a sentence orally before writing it
	I can write a story with a beginning, middle and end.
	I can write sentences that are sequenced to form a short narrative, after discussion with my teacher.
	I can use vocabulary provided by the teacher in my writing.
	I can use some vocabulary from familiar stories in my own writing.
	I can demarcate some sentences with capital letters and full stops.
	I am beginning to punctuate sentences with a question mark or exclamation mark.
	I can sometimes use capital letters for names, places, days of the week and the personal pronoun 'I'
	I can join words and join clauses using "and"
	I can re-read what they have written to check that it makes sense
Y2	I can plan or say out loud what I am going to write about.
	I can write simple, coherent narratives about personal experiences and those of others (real or fictional).
	I can write about real events, recording these simply and clearly.
	I can use expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour.
	I can draw on and use new vocabulary from my reading and from wider experiences in my writing.
	I can use sentences with different forms in my writing (statements, questions, exclamations and commands).
	I can use present and past tense mostly correctly and consistently.
	I can demarcate most sentences with capital letters and full stops, and use question marks correctly when required.
I can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.	
Y3	I can plan and record my ideas in different ways, including rehearsing sentences orally (including dialogue).
	I can show an increasing understanding of audience and purpose.
	I can organise some of my ideas into paragraphs.
	I can use conjunctions that signal time and shift the setting (e.g. meanwhile, later on, on the other side...)
	In narratives I can create settings, characters and plot.

	In non-narrative, I can use simple organisational devices, e.g. headings and sub-headings.
	I can draw on a varied and rich vocabulary to describe and specify.
	I am starting to use figurative devices (e.g.: similes)
	I can use an increasing range of sentence structures, sometimes using subordinate clauses.
	I can use a range of conjunctions, adverbs and prepositions (including when, if, because, although, express time and cause).
	I can use fronted adverbials in my writing, sometimes using a comma.
	I can sometimes use inverted commas to indicate when someone is speaking.
	I can use the simple present and past tense consistently, sometimes using the present perfect.
	I can sometimes indicate possession using apostrophes.
	I can use a range of nouns and pronouns to avoid repetition.
	I can place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
Y4	I can plan writing using the main features of a specific text type.
	I can organise paragraphs around a theme and sequence them logically.
	I can use conjunctions that signal time, shift attention, inject suspense and shift the setting.
	I can use figurative language (similes and alliteration)
	I can use adverbs / adverbials and prepositional phrases to express time and cause.
	I can use a subordinating conjunction to begin a sentence, e.g. using when, if, because, although
	I can use a comma accurately when using a fronted adverbial.
	I can punctuate direct speech accurately, remembering to use a new line for each new speaker.
	I can use the present perfect form of verbs.
	I can use a mixture of simple, compound and complex sentences.
	I can accurately use apostrophes to indicate possession, including irregular plurals.
	I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Y5	I can identify the audience and purpose of the writing, choosing the level of formality appropriate to my audience.
	I can use a wide range of cohesive devices within paragraphs, e.g. <i>then, after that, this, firstly</i> , and across paragraphs, using adverbials of time e.g. <i>later</i> , place e.g. <i>nearby</i> , and number e.g. <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before].
	I can use further organizational and presentational devices to structure text and guide the reader, e.g. headings, subheadings, captions,
	I can integrate dialogue into my narratives to convey character and advance the action.
	I can add figurative devices (metaphors, personification)
	I can describe settings, characters and create atmosphere effectively by selecting appropriate grammar and vocabulary.
	I can vary the way I structure my sentences, e.g. a long, complex sentence to add detail or improve cohesion, followed by a short sentence to add drama or tension.
	I can create complex sentences and vary the way I structure these, e.g. using relative clauses, using co-ordinating and subordinating conjunctions accurately.
	I can use commas to clarify meaning or avoid ambiguity.

	To indicate parenthesis, I am beginning to accurately use:
	· brackets
	· dashes
	· commas
	I can maintain a consistent tense throughout a piece of writing.
	I can proof-read for punctuation errors.
Y6	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
	I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
	In narratives, I can effectively describe settings, characters and create atmosphere
	I can integrate dialogue in narratives to convey character and advance the action
	I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
	I can select language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
	I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately, e.g
	· I can use contracted forms in dialogues in narrative;
	· I can use passive verbs to affect how information is presented;
	· I can use modal verbs to suggest degrees of possibility.
I can use verb tenses consistently and correctly throughout my writing.	
I can use the range of punctuation taught at key stage 2 mostly correctly, including colons, semi-colons, dashes, brackets, commas, hyphens,	
I can punctuate direct speech accurately using inverted commas and other punctuation where necessary.	

	Key Concept: Transcription
Y1	I can segment spoken words into phonemes and represent these by graphemes, spelling some correctly.
	I can spell many common Year 1 exception words.
	I can use simple prefixes and suffixes:
	<ul style="list-style-type: none"> I can use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
	<ul style="list-style-type: none"> I can use the prefix un–
	I can use –ing, –ed, –er and –est where no change is needed in the spelling of root words
	I can spell days of the week.
	I can form lower-case letters and numbers in the correct direction, starting and finishing in the right place.
Y2	I can form capital letters.
	I can spell many common exception words.
	I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.
	I can spell some words with contracted forms.
	I can add suffixes to spell some words correctly in my writing (e.g. -ment, -ness, -ful, -less, -ly).
	I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
Y3	I can use spacing between words that reflects the size of the letters.
	I can add prefixes and suffixes to spell some words correctly in my writing.
	I can spell some Year 3/4 words (Appendix list) and homophones.
	I can proof-read for spelling and punctuation errors, correcting mistakes increasingly independently.
Y4	I can use the diagonal and horizontal strokes needed to join letters in all of my writing, and understand which letters, when adjacent to one another, are best left un-joined.
	I can use prefixes and suffixes
	I can spell many of the Year 3/4 words correctly.
Y5	I can spell many of the Year 4 homophones correctly
	I can spell the Year 3/4 words accurately (Appendix 1)
	I can spell some of the Year 5/6 words accurately (Appendix 1).
	I can proof-read for spelling errors.
Y6	I can maintain legibility, fluency and speed in handwriting.
	I can spell correctly most words from the year 5 / year 6 spelling list.
	I can use a dictionary to check the spelling of uncommon or more ambitious vocabulary
	I can maintain legibility in joined handwriting when writing at speed.

