

Writing Progressive Skills Document



The progressive objectives for writing identify what pupils should know by the end of each year group and link to prior learning. These are organised into a sequence of progressive strands taken from the National Curriculum for Years 1 to 6 and enable teachers to identify and address gaps in pupil's knowledge and skills.

The programmes of study for writing at Key Stage One and Key Stage Two are considered within two key concepts.

Key Concepts:

These 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 and the skills needed to write for different purposes.

Transcription Children are taught to write legibly and with increasingly accurate spelling.

Within writing sessions, children are taught a range of skills through strands within the key concepts to enable them to develop as confident writers. Writing down ideas fluently depends on effective transcription whilst effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Pupils are also taught a fluent and legible handwriting style.

Composition

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 advanced punctuation, including punctuation to create specific effect.

Transcription

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 writing 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 strands. These are used to support planning and the ongoing assessments of pupils' work.

Key Concept: Composition	
EYFS	To say what marks I have made represent.
	To say out loud a simple word, sentence or phrase.
	To practise forming letters/words within continuous provision including mud, foam, chalk, etc
	To edit single letter formation using RWI phrases to support.
	To use wipe boards prior to putting pencil to paper if appropriate.
	To reread my writing to check it makes sense.
	To use new vocabulary in different contexts.
	To use my phonic knowledge to write past, present and future tenses with modelling support from my teacher.
Y1	To say out loud what I am going to write about.
	To compose a sentence orally before writing it
	To write a story with a beginning, middle and end.
	To write sentences that are sequenced to form a short narrative, after discussion with my teacher.
	To use vocabulary provided by the teacher in my writing.
	To use some vocabulary from familiar stories in my own writing.
	To demarcate some sentences with capital letters and full stops.
	To begin to punctuate sentences with a question mark or exclamation mark.
	To use capital letters sometimes for names, places, days of the week and the personal pronoun 'I'.
	To join words and join clauses using 'and'.
To demarcate sentences with . !?	
To re-read what I have written to check that it makes sense.	
Y2	To plan or say out loud what I am going to write about.
	To reread my writing to check that it makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.
	To proofread to check for errors in spelling, grammar and punctuation.
	To evaluate my writing with my teacher and other pupils.
	To write down ideas and/or key words, including new vocabulary.
	To write simple, coherent narratives about personal experiences and those of others (real or fictional).
	To write about real events, recording these simply and clearly.
	To use expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour.
	To draw on and use new vocabulary from my reading and from wider experiences in my writing.
	To use sentences with different forms in my writing (statements, questions, exclamations and commands).
	To use commas in lists.
To use apostrophes for omission.	

	To use present and past tense mostly correctly and consistently.
	To demarcate most sentences with capital letters and full stops, and use question marks correctly when required.
	To use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.
Y3	To plan and record my ideas in different ways, including rehearsing sentences orally (including dialogue).
	To proofread for spelling and punctuation errors
	To show an increasing understanding of audience and purpose.
	To organise some of my ideas into paragraphs.
	To use conjunctions that signal time and shift the setting (e.g. meanwhile, later on, on the other side...)
	To create settings, characters and plot in narratives
	To use simple organisational devices, e.g. headings and sub-headings in non-narrative
	To draw on a varied and rich vocabulary to describe and specify.
	To begin to use figurative devices (e.g.: similes).
	To use an increasing range of sentence structures, sometimes using subordinate clauses.
	To use a range of conjunctions, adverbs and prepositions (including when, if, because, although, express time and cause).
	To use fronted adverbials in my writing, sometimes using a comma.
	To use inverted commas sometimes to indicate when someone is speaking.
	To use the simple present and past tense consistently, sometimes using the present perfect.
	To indicate possession sometimes using apostrophes.
	To place the possessive apostrophe in words with regular plurals.
	To use a range of nouns and pronouns to avoid repetition.
To use the correct form of 'a' or 'an'.	
To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.	
Y4	To plan writing using the main features of a specific text type.
	To organise paragraphs around a theme and sequence them logically.
	To use conjunctions that signal time, shift attention, inject suspense and shift the setting.
	To use figurative language (similes and alliteration).
	To use adverbs / adverbials and prepositional phrases to express time and cause.
	To write sentences which begin with an adverb of time and place.
	To use a comma accurately when using a fronted adverbial.
	To use a subordinating conjunction to begin a sentence, e.g. using when, if, because, although.
	To use standard English verb inflections (I did vs I done and they were vs they was).
	To punctuate direct speech accurately, remembering to use a new line for each new speaker.
	To use the present perfect form of verbs.
	To write a sentence with more than one clause using when, if because and although.
	To accurately use apostrophes to indicate possession, including irregular plurals.
To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	
Y5	To record and develop initial ideas, drawing on reading and research where necessary.
	To identify the audience and purpose of the writing, choosing the level of formality appropriate to my audience.
	To use expanded noun phrases to convey complicated information concisely.
	To use a thesaurus efficiently.
	To use a wide range of cohesive devices within paragraphs, e.g. <i>then, after that, this, firstly,</i>

	To use a wide range of cohesive devices across paragraphs, using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly] or tense choices [for example, he had seen her before].
	To use further organisational and presentational devices to structure text and guide the reader, e.g. headings, subheadings, captions,
	To integrate dialogue into my narratives to convey character and advance the action.
	To add figurative devices (metaphors, personification).
	To describe settings, characters and create atmosphere effectively by selecting appropriate grammar and vocabulary.
	To vary the way I structure my sentences, e.g. a complex sentence to add detail or improve cohesion, followed by a short sentence to add drama or tension.
	To create complex sentences and vary the way I structure these, e.g. using relative clauses, using co-ordinating and subordinating conjunctions accurately.
	To use commas to clarify meaning or avoid ambiguity.
	To indicate parenthesis, I am beginning to accurately use:
	· brackets
	· dashes
	· commas
	To maintain a consistent tense throughout a piece of writing.
	To proof-read for punctuation errors.
Y6	To note and develop initial ideas, choosing the level of formality appropriate to my audience.
	To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
	To use a thesaurus to enhance the vocabulary used in writing.
	To use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
	To effectively describe settings, characters and create atmosphere in narratives
	To use figurative devices effectively (similes, metaphors, personification, onomatopoeia).
	To integrate dialogue in narratives to convey character and advance the action.
	To use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
	To distinguish between informal and formal language and where they are appropriate.
	To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately:
	- To use contracted forms in dialogues in narrative.
	- To use passive verbs to affect how information is presented.
	- To use modal verbs to suggest degrees of possibility.
- To use subjunctive form as a formal device.	
	To use verb tenses consistently and correctly throughout my writing.
	To use the range of punctuation taught at Key Stage Two mostly correctly, including colons, semi-colons, dashes, brackets, commas, hyphens, ellipsis.
	To punctuate direct speech accurately using inverted commas and other punctuation where necessary.

Key Concept: Transcription

EYFS	To hold tools such as paintbrushes, chalks, crayons and make marks effectively.
	To hold a pencil with an effective grip.
	To make marks which represent writing.
	To draw lines, circles, crosses, squares, triangles (Beery-Buktenica Developmental Test of Visual-Motor Integration).
	To hold a pencil with a tripod grip.
	To write recognisable letters, most of which are correctly formed.
	To hear and say initial sounds in words.
	To hear and say sounds in simple words.
	To spell words by identifying sounds in them and representing the sounds with a letter or letters.
	To write from left to right, pinching the sounds in words using Fred fingers.
	To spell RWI red words appropriate to my ability.
Y1	To sit correctly at a table, holding a pencil comfortably and correctly.
	To form lower-case letters and numbers in the correct direction, starting and finishing in the right place.
	To leave spaces between words.
	To form capital letters.
	To form digits 0-9.
	To understand which letters belong to which handwriting 'families' and to practise these.
	To segment spoken words into phonemes and represent these by graphemes, spelling some correctly.
	To spell words containing each of the 40+ phonemes taught.
	To spell many common Year 1 exception words.
	To use simple prefixes and suffixes:
	<ul style="list-style-type: none"> • To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. • To use the prefix un– to change the meaning of adjectives. • To use –ing, –ed, –er and –est where no change is needed in the spelling of root words.
	To spell days of the week.
	To name the letters of the alphabet in order.
Y2	To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
	To use spacing between words that reflects the size of the letters.
	To use some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.
	To spell many common exception words.
	To segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.
	To spell some words with contracted forms.
	To add suffixes to spell some words correctly in my writing including -ment, -ness, -ful, -less, -ly.
To spell and distinguish some homophones and near-homophones.	
Y3	To add prefixes and suffixes to spell some words correctly in my writing.

	To form nouns using prefixes (super-, anti-).
	To spell some Year 3/4 words (Appendix list) and homophones.
	To proof-read for spelling and punctuation errors, correcting mistakes increasingly independently.
	To use the first 2 or 3 letters of a word to check a spelling in a dictionary.
	To 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.
Y4	To use further prefixes and suffixes.
	To spell many of the Year 3/4 words correctly.
	To spell many of the Year 4 homophones correctly.
	To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.
	To use the first 2 or 3 letters of a word to check a spelling in a dictionary.
	To use joined handwriting which shows increased legibility, consistency and quality.
Y5	To spell the Year 3/4 words accurately (Appendix 1).
	To spell some of the Year 5/6 words accurately (Appendix 1).
	To use prefixes and suffixes and understand the guidance for adding them.
	To proof-read for spelling errors.
	To spell some words with 'silent' letters
	To use dictionaries to check the spelling and meaning of words.
Y6	To maintain legibility, fluency and speed in handwriting.
	To spell correctly most words from the year 5 / year 6 spelling list.
	To continue to distinguish between homophones and other words which are often confused.
	To use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
	Use further prefixes and suffixes and understand the guidance for adding them.
	To maintain legibility in joined handwriting when writing at speed.
	To choose the writing implement that is best suited for a task.

Year	Terminology for pupils
EYFS	sound, letter, word, space, capital letter, full stop
Y1	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark
Y2	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma
Y3	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas
Y4	determiner, pronoun, possessive pronoun, adverbial
Y5	relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Y6	subject, object, modal verb active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points