**English - Writing**

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| **Key Stage** | **Pathway** | **Topics** | **Description** | **Key Stage End Point (KSEP)** |
| KS1&2 | 1 | - Mark Making- Fine Motor- Gross Motor- Sound Discrimination- Early Writing | I can make hand and finger movements in wet sensory materials. I can make hand and finger movements in dry sensory materials. I can make marks on a large scale on a variety of surfaces. I can make marks on a small scale on a variety of surfaces. I can make marks using novel and unusual objects. I can hold a writing implement and use it to form recognisable lines, dots and shapes. I can engage in hand and finger strengthening activities. I can begin to show control in a range of fine motor activities. I can hold a pencil with a recognisable early-stage grasp. I can show control in a range of gross motor movements. I can show gross motor control when using play equipment. I can navigate obstacles. I can copy and make sounds using my voice and body. I can copy and make sounds using instruments. I can identify most common sounds I hear. I can overwrite simple straight line patterns and shapes. I can copy simple straight line patterns and shapes. I can explore letter formation using a range of media. I can show a hand preference. I can construct a simple sentence to request or share preferences. | Age 11 |
| KS1&2 | 2 | - Letter Formation - Sentence Composition- Word Class- Phonics- Narratives- Non-Fiction | I can write in pencil on paper. I can write on the line. I can write from left to right. My letters are formed correctly with some inconsistencies. I can compose and write sentences with support. Some of my independent writing can be understood. I can use capital letters and full stops in some of my writing. I can recognise nouns and verbs. I can use nouns and verbs. I can recognise adjectives. I can use adjectives. I can use all single letter sounds. I can use Phase 3 digraphs and trigraphs. I can write my name independently. I can independently use resources to help with my spelling (displays, sound mats). I can verbally retell a story. I can write a story I have verbally rehearsed. I can write a short poem that includes rhyming. I can write a simple recount of an event I have experienced. I can write a letter. | Age 11 |
| KS1&2 | 3 | - Handwriting- Sentence Composition- Word Class- Phonics- Narratives- Non-Fiction | All of my letters are written correctly. All of my letters are in proportion and sat on the line (ascenders, descenders). I can use capital letters, finger spaces and full stops in all of my writing. I can use commas in a list. I can use conjunctions in my writing (and, because, so, but). I can use simple expanded noun phrases in my writing (the blue butterfly with shimmering wings). I can recognise and use nouns and verbs in sentences. I can recognise and use adjectives in sentences. I can recognise prepositions of position (on, in, behind). I can use prepositions of position (on, in, behind). I can spell most red words up to Phase 5. I can use all Phase 3 digraphs and trigraphs. I can use some alternate digraphs and trigraphs in Phase 5. I can independently retell and adapt stories I know. I can write poems using alliteration, rhythm and rhyme. I know the difference between formal and informal letters. I can write formal and informal letters. I can independently write and format a report. I can independently write a recount about events I have experienced. I can independently write a set of clear instructions. | Age 11 |
| KS3 | 1 | - Gross & Fine Motor- Early Writing- Sound discrimination and correspondence- Letter Formation- Sentence Construction | I can make controlled hand and finger movements in a range of sensory materials. I can show control in my gross and fine motor skills. I can show a consistent hand preference. I can hold a pencil with a tripod grip. I can recognise and match lower case letters. I can recognise and match upper case letters. I can represent my name using letters or symbols. I can overwrite complex line patterns. I can copy complex line patterns. I can draw a simple picture to accompany writing. I can identify most sounds I hear and begin to describe them. I can recognise initial sounds of familiar objects in my environment. I can recognise initial sounds of characters and objects in familiar stories. I can overwrite lower case letters. I can overwrite upper case letters. I can construct a simple sentence orally or by sequencing symbols. I can select and add a suitable adjective from a selection to extend a simple sentence. I can communicate about people, objects and events in familiar stories. I can sequence pictures from a familiar story. I can sequence print from left to right. | Age 14 |
| KS3 | 2 | - Letter Formation/ Handwriting- Sentence Composition- Word Class- Phonics- Narratives- Non-Fiction | All of my letters are formed correctly and sat on the line. My ascenders and descenders are in the correct place. I can use conjunctions in my writing, using and, because, but, so. I can use capital letters and full stops for sentences and proper nouns. I can sometimes use question marks in the right place. I am beginning to use sentence openings. I can recognise and use nouns, verbs and adjectives in a range of sentences. I can use expanded noun phrases to convey complicated or contrasting information. (Carnivorous predators with surprisingly weak jaws and small teeth). I can recognise adverbs. I can use adverbs in sentences. I can recognise and use prepositions of position and time. I can use some alternate digraphs and trigraphs in Phase 5. I can spell some red words up to Phase 5. I can retell and adapt familiar and unfamiliar stories. I can use some effects in my poetry (rhyme, alliteration, description). I can write both formal and informal letters. I can write recounts about an event. I can write a simple newspaper report, including the 5Ws. I can write a diary entry about an event in my life. I can create a simple advert. | Age 14 |
| KS3 | 3 | - Handwriting- Sentence Composition- Word Class- Phonics/Spelling- Non-Fiction- Narratives | My handwriting is consistently correct in all of my writing. I can use single and multi-clause sentences in my writing. I can use paragraphs in my work. I can use different sentence openers. I can use conjunctions (FANBOYS, AWHITEBUS) in my writing. I can use commas for lists and clauses. I can use exclamation marks and question marks. I can use adjectives and adverbs in my writing. I can use fronted adverbials. I can recognise and use synonyms and antonyms (use a thesaurus). I can use all alternate digraphs and trigraphs in Phase 5. I can use prefixes and suffixes. I can choose the correct homophones when writing. I can write a newspaper report about current events. I can create an advert to influence a reader. I can write a non-chronological report to inform a reader. I can write a biography about an inspirational person. I can use effects in my poetry (rhyme, alliterations, description). I can adapt stories. I can summarise stories. | Age 14 |
| 14-19 | 1 | - Gross and Fine Motor- Functional Writing- Sentence Construction | I can hold and use a number of tools used for DIY. I will use a range of garden hand tools and equipment. I can manipulate fasteners on clothing. I am able to safely demonstrate basic skills in food preparation. I can hold and carry a load using appropriate equipment. I am able to operate a number of household appliances to complete chores. I can accurately mark items off a list. I will correctly record an order or request on a template. I can make marks on a tally chart to collect data. I can compose my own shopping list from a selection of pictures and/or symbols. I will help create a poster to promote an event. I can compose a review to express my own view or opinion. I will create a card to celebrate a special occasion or event. I can draw and colour a simple line picture to accompany text. I can sequence the steps to complete a task or chore. I can accurately complete a visually-supported phrase or sentence. I can select an appropriate adjective to extend a sentence. I can choose a suitable preposition to expand a sentence. I will extend my vocabulary by using topic-related pictures and/or symbols. I can construct phrases or sentences using software on a high-tech AAC device. | Age 18 |
| 14-19 | 2 | - Creating Narratives - Communicate Experiences - Writing  | I can identify the main events in texts with limited support. I can explain what has happened in key events. I can explain how characters are involved in events. I can outline what key events have happened to help the plot of the texts. I can sequence events of a text. I understand that stories have a beginning, middle and end. I can find the beginning, middle and end of stories. I can identify key parts of a story on a story mountain (build-up, problem, solution etc.). I can independently write stories in chronological order. I can state my own opinion and ideas about characters with support. I can state my opinion and ideas about the plot and setting. I can make simple reference to key events in texts within my writing. I can usually use capital letters and full stops in my work. I can spell basic words independently. I will attempt to spell more difficult words phonetically. I can use my knowledge of the alphabet to find a word in a dictionary. I can include simple adjectives to describe characters in a text. I can include simple adjectives to describe the setting of a story. I can use words from a range of word classes in my writing (adverbs, prepositions, conjunctions). I can write a range (at least 3) of non-fiction texts in the correct format. | Age 18 |
| 14-19 | 3 | - Exploring Shakespeare- Creating Narratives- Exploring Narratives- Functional Skills Writing - Exam Technique - Literature-based Project | I have a basic knowledge of writing techniques for narratives and functional skills. In Functional skills, I can write with some clarity, detail and coherence and sometimes need help with this. I can spell most words correctly. I am able to use capital letters, full stops and question marks accurately. I know how to use formal and informal language and understand why it’s used in different contexts. I use higher order grammatical skills such a subject/object verb agreement and tenses. I know basic formats for a variety of writing, e.g. formal letters, reports, email, articles, references, posters and leaflets. I can write in a logical sequence and understand what information is important. I can apply my understanding of the purpose of my writing, e.g. persuasion, explanation and description. In narratives I can use some techniques such as alliteration, simile and metaphor to add interest. I understand my audience and the purpose of my writing. I can use some techniques to engage an audience such as suspense and dialogue. I can use conventions, with help, to describe character and setting. I can include information about emotions in my work. I can use inference in narrative writing. I can use commas, questions and exclamations in the correct places in my writing. I can write answers in the point, evidence, explain format. I can understand and use a variety of sentence forms for effect. I can use paragraphs to organise my writing. I can select and adapt tone to suit the genre of my writing. | Age 16-18 |