



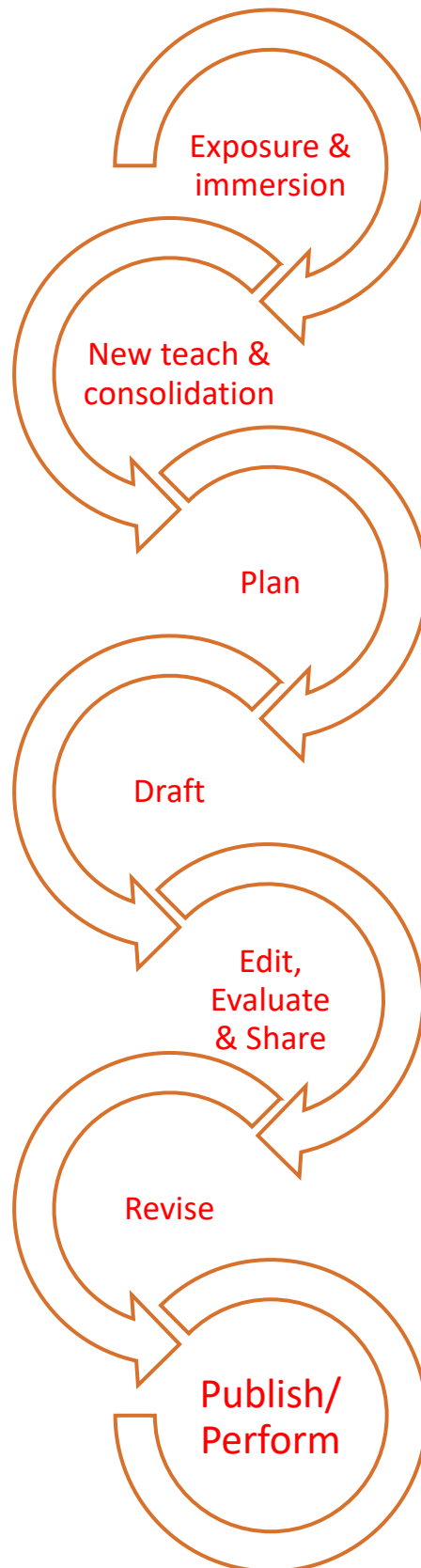
**MIDDLETON PARISH
CHURCH SCHOOL**

Writing at Middleton Parish Church School

Writing Process and Progression

'Excellence, Truth & Grace'

Our Writing Process





Our Writing Process

Immersion / Exposure

At Middleton Parish we strive to ensure children are excited about their next piece of writing. We do this through immersing children in the writing stimulus or exposing them to quality texts that will inspire their writing. Giving the children inspiration for their writing can be in the form of taking the children out of the classroom, reading a book, watching a video clip or changing something in the classroom. Teachers are encouraged to be creative. We also ensure that children are writing for a purpose, not just to 'inform' or 'entertain' but for a reason that will engage them. Children think about who is going to read their work, who is the audience and what is the purpose.

New Teach / Consolidation

At this phase of the process, we teach or consolidate the use of punctuation or grammar based on what is included in the success criteria for the piece. These lessons still link to the topic of the writing and are not stand-alone grammar lessons. Children get the opportunity to experiment using different grammatical features so that they can start to think how they will be embedded in their final piece of writing.

Plan

In planning lessons, children use a variety of planning techniques to help develop the structure and ideas for their writing. Children use a combination of drawing and written notes to plan their piece of writing. We encourage children to keep the audience, purpose and success criteria in mind as they start to plan their piece of writing.

Draft

At this phase of the process, children will make their first attempt at writing their project. Children draft in stages, writing a small part of their piece in each drafting lesson. Teacher model their expectations for each section of writing linked to the success criteria and children refer back to the plan to support them whilst drafting. Children are reminded to use what they have written in previous grammar lessons as well as generate new ideas during the drafting lesson. When modelling, teachers 'think aloud', modelling how they construct sentences, generate ideas, use their plan and magpie ideas from other authors. Teachers also demonstrate taking risks by writing sentences, crossing them out and rewriting them, not worrying too much about spelling or presentation during the drafting phase.

Edit, Evaluate and Share

Edit: Editing is on-going throughout the writing process, starting during the drafting phase where children can make small changes based on their own assessment of their writing as well as prompts from their peers and classroom staff. We also plan separate editing lessons with a clear focus of what to edit, where children will take time to read their draft as a whole and identify errors.

Evaluate: Once children have edited their work, they will then evaluate their work next to the success criteria. They will ensure their writing matches the purpose and audience and also includes all necessary features. Children use success criteria to tick off each point, making it easy to identify missing features.

Share: Children share their work with a peer. One draft is placed between children and they read it together. As a pair, children will again look at the success criteria. This gives children the opportunity to take on peer feedback and is a final opportunity to check they have met all points on the success criteria.

Once children have shared their writing and they have given feedback to a peer, they will set themselves a target to improve their work. This can be as simple as adding a feature missed from the success criteria. Older children will be aware of the writing expectations of their year group and therefore their target can be linked to this.

Revise

Prior to publication, children get the opportunity to revise sections of their writing. This is slightly different to editing as revising their writing might mean re-writing parts of a sentence, whole sentences or even whole paragraphs rather than just correcting small errors. Children will have evaluated their work themselves and with their peers and so will use that to make decisions on what revisions are required in their writing. As children move up through the school, their decision making in relation to what to revise and why it needs to be changed becomes more independent.

Publish/ Perform

The final part of our writing process is publication. Children will publish the best version of their writing using their neatest handwriting. The aim is then to share their published piece with its intended audience. We also look for opportunities for children to perform their pieces when possible. This is an opportunity to celebrate and share the fantastic piece of writing each child has produced.



**MIDDLETON PARISH
CHURCH SCHOOL**

Writing Progression

EYFS Writing overview

Structure and Organisation
Write simple phrases and sentences that can be read by others
Re-read their writing to check it make sense.
Draw pictures linked to their writing

Vocabulary and Grammar
Write some or all of their name

Punctuation
Write short sentences using a capital letter and full stop

Spelling and handwriting
Spell words by identifying sounds in them and representing the sounds with a letter or letters
Write recognisable letters, most of which are correctly formed.

Key Stage One

Year 1 Writing overview

Structure and Organisation
Say out loud what they are going to write about
Compose a sentence orally before writing
Write sentences that are sequenced to form a short narrative (fiction or non-fiction).
Re-read their writing aloud to check it make sense.
Begin to make improvements to writing, checking for spelling errors and improving choice of words (editing stage).
Read their writing aloud clearly to teachers and peers and discuss what they written

Vocabulary and Grammar
Use adjectives to describe.
Use the conjunction 'and' to link sentences and ideas.

Punctuation
Write some sentences with capital letters and full stops.
Use capital letters for names, places, days of the week and for the personal pronoun 'I' – mostly correctly
Begin to use question marks correctly
Begin to use exclamation marks correctly

Spelling
Spell most Y1 common exception words correctly
Accurately spell days of the week
Use -s and -es to form regular plurals
Use prefix un-
Use -ing, -ed, -er, -est where no change is needed to spelling
Spell most words containing previously taught phonemes and GPC's correctly

Handwriting
Understand which letters belong to which handwriting family
Write lower case and capital letters in the correct direction, starting and finishing in the correct place
Use spacing between words

Year 2 Writing overview

End of Year 1 summary:

- Write down Ideas into sentences that make sense
- Use adjectives and 'and' to improve and extend sentences
- Use capital letters and full stops
- Spell many Y1 common exception words and use phonics to spell unfamiliar words correctly
- Write lowercase and capital letters in the correct direction, starting and finishing in the right place.

Structure and Organisation

Write simple, coherent narratives about personal experiences and those of others (fiction or non-fictional)

Write about real events, recording these simply and clearly

Write poetry

Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of their writing

Plan what they are going to write about, including vocabulary they want to use

Proof-read and make simple corrections and improvements, checking for spelling errors and improving choice of words

Proof-read to ensure their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary and Grammar

Use co-ordination (or, but, and) and some subordination (e.g. when, if, that, because) to join clauses

Use present and past tense mostly correctly and consistently

Write sentences with different forms: statement, question, exclamation, command

Use expanded noun phrases to describe and specify (e.g. the blue butterfly)

Use the present and past tenses correctly and consistently including the progressive form

Punctuation

Accurately use capital letters, full stops and question marks for most sentences

Use commas for a list

Use apostrophes in contractions

Use apostrophes to mark singular possession in nouns

Spelling

Spell most common exception words correctly

segment spoken words into phonemes and representing these by graphemes, spelling many correctly

Spell words in the contracted form

Distinguish between homophones

add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

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

use spacing between words that reflects the size of the letters

Handwriting

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

use spacing between words that reflects the size of the letters

Key Stage Two

Year 3 Writing overview

End of Year 2 summary:

- Produce a clear and coherent piece of writing and identify some errors by proof-reading their work
- Write sentences with capital letters and full stops
- Use taught punctuation in sentences: question marks, exclamation marks, commas for a list, apostrophes
- Use a range of conjunctions and expanded noun phrases
- Use tense forms correctly

Structure and Organisation

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

Begin to use paragraphs to structure their writing

Edit writing to correct errors and make improvements

Vocabulary and Grammar

Use past and present tense accurately, including present and perfect tense

Use 'a' and 'an' accurately

Use expanded noun phrases to develop characters and settings

Use a range of coordinating and subordinating conjunctions

Use fronted adverbials for time and place

Begin to use some adverbs, conjunctions and prepositions to show time, place and cause

Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition

Write sentences with a subordinate clause

Punctuation

Use capital letters, full stops, question marks and exclamation marks accurately

Use commas for a list

Use apostrophes for contraction and singular possession

Begin to use inverted commas to punctuate direct speech

Spelling

Spell some Y3/4 common exception words accurately

Be able to accurately add prefixes and suffixes

Spell homophones

Use the first 3 letters in a word to check its spelling in a dictionary

Handwriting

Use the diagonal and horizontal strokes needed to join some letters and understand which letters are best left not joined.

Year 4 Writing overview

End of Year 3 summary:

- Produce effective and coherent pieces of writing for a purpose and make changes to improve their writing
- Use simple past and present tense consistently and correctly
- Compose sentences using a wider range of structures such as: expanded noun phrases, fronted adverbials and adverbs, conjunctions and prepositions to show time, place and cause.
- Use a range punctuation in sentences including commas for a list, apostrophes and inverted commas
- Use tense forms correctly
- Begin to accurately spell words that follow the Y3/4 spelling rules and the Y3/4 common exception words
- Use the diagonal and horizontal strokes needed to join some letters and understand which letters are best not joined

Structure and Organisation

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

Use paragraphs or sections to organise and structure according to purpose and audience.

Proof read their work and assess the effectiveness of their own and others' writing and make simple additions and revisions.

Vocabulary and Grammar

Describe settings and characters in detail

Use present, past, progressive and perfect tense forms accurately

Maintain Standard English forms correctly e.g. was/were, did/done

Further expand noun phrases by adding modifying adjectives and prepositional phrases.

Use a range of coordinating and subordinating conjunctions

Use fronted adverbials for time, place and manner

Use adverbs, conjunctions and prepositions to add detail to writing, such as time, place and manner

Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition

Understand how determiners can change the meaning of a sentence

Punctuation

Use capital letters, full stops, question marks and exclamation marks accurately

Use commas for a list and after a fronted adverbial

Use apostrophes for contraction, singular possession and plural possession

Use inverted commas to punctuate direct speech

Spelling
Spell Y3/4 common exception words accurately
Be able to accurately add prefixes and suffixes
Spell and use homophones accurately
Use the first 3 letters in a word to check its spelling in a dictionary

Handwriting
Use the diagonal and horizontal strokes needed to join some letters and understand which letters are best not joined
Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

Year 5 Writing overview

End of Year 4 summary:

- Produce effective and coherent pieces of writing for a purpose, assess the effectiveness of their own and others' writing and make changes to improve their writing
- Use paragraphs or sections to organise and structure according to purpose and audience
- Compose sentences using a wider range of structures such as: expanded noun phrases, fronted adverbials and adverbs, conjunctions and prepositions to show time, place and cause.
- Punctuate sentences correctly especially using commas for fronted adverbials, apostrophes for plural possession and inverted commas
- Use tense forms correctly
- Accurately spell words that follow the Y3/4 spelling rules and the Y3/4 common exception words
- Use the diagonal and horizontal strokes needed to join some letters and understand which letters are best not joined

Structure and Organisation
Use organisational and presentational devices to structure text and guide the reader e.g. bullet points, headings, etc
Proof read to assess the effectiveness of their own and others' writing and make necessary changes, improvements and corrections
Use research to aid writing when necessary

Vocabulary and Grammar
Use synonyms to avoid repetition
In narratives, describe settings and characters in detail
Use dialogue to convey character and advance of the action
Use present, past, progressive and perfect tense forms accurately
Maintain Standard English forms correctly e.g. was/were, did/done
Further expand noun phrases by adding ambitious modifying adjectives and prepositional phrases.
Use a range of coordinating and subordinating conjunctions
Use relative clauses, sometimes beginning with a relative pronoun
Use prepositional phrases to add detail and precision
Use modal verbs to indicate degrees of possibility
Use devices to build cohesion within a paragraph

Punctuation
Use taught punctuation correctly: capital letters, full stops, question marks, exclamation marks, commas for a list, commas after fronted adverbial, apostrophes for contractions and singular and plural apostrophes, inverted commas
Use correct punctuation for dialogue
Begin to use commas, brackets and dashes to indicate parenthesis
Begin to use commas to clarify meaning or avoid ambiguity

Spelling
Begin to spell Y5/6 common exception words accurately
Spell many complex homophones correctly e.g. affect/ effect, practise/practice
Spell some words with silent letters e.g. knight, psalm
Convert nouns or adjectives into verbs using suffices
Use a dictionary to check spellings and meaning of words
Use a thesaurus to develop vocabulary

Handwriting
Maintain legibility in joined handwriting with increased speed

Year 6 Writing overview

End of Year 5 summary:

- Produce effective and coherent pieces of writing for a purpose with appropriate organisation devices, assess the effectiveness of their own and others' writing and make changes to improve their writing
- Punctuate sentences correctly using commas for fronted adverbials, apostrophes for plural possession and inverted commas
- Begin to use the correct punctuation for dialogue and parenthesis
- Begin to use commas to clarify meaning and avoid ambiguity
- Extend sentences using a wider range of structures such as relative clauses, prepositional phrases and modal verbs
- Begin to accurately spell words that follow the Y5/6 spelling rules and the Y5/6 common exception words
- Maintain legibility in joined handwriting with increased speed

Structure and Organisation

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader

Select the appropriate form and draw independently on what they have read as models for their own writing.

Proof read to assess the effectiveness of their own and others' writing and make necessary changes, improvements and corrections

Use research to aid writing when necessary

Vocabulary and Grammar

Use a range of devices to build cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms, ellipsis, repetition of a word or phrase.

Use verb tenses consistently and correctly throughout their writing

Use appropriate language for formal and informal speech

Use of passive to affect the presentation of information in a sentence

Use question tags e.g. He's your friend, isn't he?

Use subjunctive forms in formal writing such as, if I were or were they

Further expand noun phrases by adding ambitious modifying adjectives and prepositional phrases.

Use relative clauses, sometimes beginning with a relative pronoun

Use prepositional phrases to add detail and precision

Use modal verbs to indicate degrees of possibility

In narratives, describe settings, characters and atmosphere

Integrate dialogue in narrative to convey characters and advance the action

Punctuation

Use taught punctuation correctly: capital letters, full stops, question marks, exclamation marks, commas for a list, commas after fronted adverbial, apostrophes for contractions and singular and plural apostrophes, inverted commas

Use correct punctuation for dialogue

Use commas, brackets and dashes to indicate parenthesis

Use commas to clarify meaning or avoid ambiguity

Use semi-colons, colons and dashes to mark the boundary between independent clauses

Use colons to introduce a list and use semi colons within lists

Use bullet points to list information

Use hyphens to avoid ambiguity

Spelling

Begin to spell Y5/6 common exception words accurately

Spell many complex homophones correctly e.g. affect/ effect, practise/practice

Spell some words with silent letters e.g. knight, psalm

Convert nouns or adjectives into verbs using suffices

Use a dictionary to check spellings and meaning of words

Use a thesaurus to develop vocabulary

Handwriting

Maintain legibility in joined handwriting with increased speed