



St Francis' Catholic Primary School – Writing Skills Progression

Writing Intent

We believe that enjoyment and purpose for writing is vital and we engage children in a variety of cross-curricular, multi-modal writing opportunities to inspire and engage all children.



We want children use their knowledge, skills and understanding in speaking and writing across a range of different situations to write for purpose around cross curricular and real life situations. These link with our curriculum maps and help to inspire children to consider audience and effect.

We recognise the effect that a fluent, legible and coherent writing style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced English curriculum which encompasses focussed writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes and audiences.


EYFS

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children need to be able to compose orally (say out loud what they want to write) and know how to form letters, spell and punctuate correctly. Handwriting starts at the beginning of Reception, alongside phonics, and continue throughout the Reception year and beyond. From the start, we use TWINKL handwriting scheme to teach handwriting throughout school.




0-3 YEARS





-  Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
-  Make marks on their picture to stand for their name.

























3-4 YEARS

-  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

RECEPTION

-  Form lower-case and capital letters correctly.
-  Spell words by identifying the sounds and then writing the sound with letter/s.
-  Write short sentences with words with known

	 Write some or all of their name.  Write some letters accurately.	sound-letter correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.  Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
50	 Write clearly demarcated sentences  Use 'and' to join ideas  Use conjunctions to join sentences e.g. but/so  Use standard forms of verbs e.g. go/went	 Write different kinds of sentence, statements, questions, exclamations and commands  Write using subordinations (when/if/that/because)  Correct and consistent use of	 Use conjunctions to create complex sentences e.g. when, so, before, after, while, because  Be able to identify and write complex sentences- understand terminology  Start sentences with subordinate clause	 Vary sentence structure using different openers.  Use adjectival phrases e.g. biting cold wind  Explore, identify, collect and use noun phrases  Appropriate choice of noun or pronoun  Know the differences in relative, personal	 Add phrases to make sentences more precise and detailed  Begin to adapt sentence structure to text type e.g. formal and informal  Use pronouns to avoid repetition  Start sentences with adverbs  and fronted adverbials  Start sentences with ed, ing	 Use subordinate clauses to write complex sentences  Use passive voice where appropriate  Use expanded noun phrases to convey complicated information concisely e.g. the fact that it was raining meant the end of sports day

Punctuation		<ul style="list-style-type: none"> present/past tense Correct use of verb tenses <i>Use of expanded noun phrases</i> 	<ul style="list-style-type: none"> Use adverbs e.g. then, next soon Use prepositions e.g. before, after, during, in, because of Experiment with adjectives to create impact Correctly use verbs in 1st, 2nd & 3rd person (correct pronoun) Use perfect form of verbs to mark relationships of time and cause To use powerful synonyms and verbs 	<ul style="list-style-type: none"> and possessive pronouns and use them in writing Use an understand determiners Correct use of verb tense Subject and verb agreement To use alliteration 	<ul style="list-style-type: none"> and similes Write sentences by using relative clauses with relative pronouns- who, what, where, that Sentences with relative pronouns omitted Know what modal verbs are and use them effectively Use verb phrases to extend sentences 	<ul style="list-style-type: none"> Evidence of sentences structure and layout matched to requirements of text type To use active and passive sentences To use the perfect form To use powerful antonyms and synonyms
	<ul style="list-style-type: none"> Evidence of capital letters, Full stops, Question marks, Exclamation marks Capital letters for names and personal pronoun 'I' Plurals- er Suffixes- ing/ed Prefixes- un 	<ul style="list-style-type: none"> Correct and consistent use of capital letters Full stops Question marks Exclamation marks Apostrophe for omission (contractions) Introduction of speech marks <i>Commas in a list</i> <i>Apostrophes for possession</i> 	<ul style="list-style-type: none"> Correct use of speech marks for direct speech Use apostrophes for omission correctly- contractions Use capital letters for abbreviations 	<ul style="list-style-type: none"> Apostrophe for singular and plural possession Commas after fronted adverbial Use commas to mark clauses 	<ul style="list-style-type: none"> Commas to clarify meaning or avoid ambiguity within a sentence Link clauses in sentences using a range of subordinating and co-ordinating conjunctions Punctuate speech correctly when the speaker is identified at the beginning and end Use apostrophes for singular and plural possession Demarcate parenthesis using brackets, commas and dashes Demarcate complex 	<ul style="list-style-type: none"> Semi colon, colon, dash to mark boundary between independent clauses Correct punctuation of bullet points Hyphens to avoid ambiguity Full range of punctuation matched to requirements of text type To use ellipsis

					sentences using commas to clarify meaning	
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Text Structure	<ul style="list-style-type: none"> Clearly sequenced sentences Reread and check writing makes sense Discuss writing Read aloud their writing audibly Use finger spaces 	<ul style="list-style-type: none"> Write under headings Develop stamina for writing- positive attitude Using spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Group ideas into paragraphs around a theme Write under headings and sub- headings Use organisational and presentational devices- underlining, bullet points, heads/ subheadings, captions, numbers in the margin 	<ul style="list-style-type: none"> Use conjunctions and fronted adverbials to organise writing into paragraphs 	<ul style="list-style-type: none"> Consistently organise into paragraphs when a change in time, place, person, event Paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly Plan and write a variety of text types Writing is coherent and interesting 	<ul style="list-style-type: none"> Wide range of devices to build cohesion within and across paragraphs Use paragraphs to signal change in time, scene, action, mood or person
Composition and Effect	<ul style="list-style-type: none"> Orally plan and rehearse ideas Sequence ideas and events in narrative and non-fiction Use familiar plots for structuring the opening, middle and end of stories Orally compose every sentence before writing Compose and sequence sentences to write short narratives/non-fiction Write in different forms with simple text type features 	<ul style="list-style-type: none"> Write for different audiences. Edit and improve own writing Proofread to check for errors Write about real and fictional events Write simple poems based on models Use specific text type features Evaluate writing with adults/peers 	<ul style="list-style-type: none"> Identify, discuss and record ideas for planning using a range of formats Create and develop settings and characters for different text types and audiences Proofread to check for errors in spelling, grammar and punctuation in own and others' writing Improve writing in light of evaluation 	<ul style="list-style-type: none"> Identify, discuss and record ideas for planning using a range of formats Create and develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere and suspense Plan and write an opening paragraph which combines setting and character Proofread to check for errors in spelling, grammar and punctuation in own and others' writing Improve writing in light of evaluation 	<ul style="list-style-type: none"> Identify the audience and purpose and select appropriate language and structures Use similar writing models, note and develop ideas and draw on reading and research Select appropriate structure, vocabulary and grammar Blend action, dialogue and description Use different sentence structures with increasing control Use organisational/ presentational devices Use devices to build cohesion Edit to ensure consistent and correct use of tense throughout, consistent subject and verb agreement and proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> Show a good awareness of audience/purpose, choose appropriate text-form and type for all writing Select appropriate structure, vocabulary and grammar Draw on similar writing models, reading and research Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact Blend action , dialogue and description to convey character and advance action Deviate narrative from linear/chronological Create hybrid texts

Spelling and Handwriting	<ul style="list-style-type: none">🌱 Spell words using the 40+ phonemes already taught including making phonically plausible attempts at more complex words🌱 Divides words in syllables	<ul style="list-style-type: none">🌱 Segment spoken words into phonemes and represent these by graphemes, spelling many correctly🌱 Learn new ways of spelling phonemes for one or more spellings already known🌱 Learn to spell common exception words🌱 Add suffixes- ness, er, ment, ful, less, er, est and ly	<ul style="list-style-type: none">🌱 Use prefixes- dis, mis, re🌱 Use suffixes- ly, ous and understand how to use them🌱 Spell homophones and near homophones🌱 Spell words containing ou🌱 Spell words ending ure🌱 Spell words with ei, eigh and ey🌱 Identify and spell irregular past tense verbs🌱 Identify and spell irregular plurals🌱 Use the first two letters of a word to check the spelling in a dictionary🌱 Spell words form the Year 3 list🌱 Handwriting: Legible, joined handwriting	<ul style="list-style-type: none">🌱 Use prefixes- in, im, ir, sub, inter, super, anti, auto🌱 Use suffixes- ation, tion, ssion, cian🌱 Investigation what happens to words ending in f when suffixes are added🌱 Spell words containing ch but ‘k’ sound🌱 Spell words containing ch🌱 Spell words ending with gue/que🌱 Spell words beginning sc🌱 Understand how diminutives are formed using mini/micro etc🌱 Investigate how nouns and adjectives can be made into verbs using suffixes🌱 Use the first two letters of a word to check the spelling in a dictionary🌱 Spell words from the Year 4 list🌱 Handwriting: Legible, joined handwriting of consistent quality	<ul style="list-style-type: none">🌱 Investigate verb prefixes- dis, re, pre, mis, over🌱 Spell words ending in ant, ance, ancy, ent, ence, ency🌱 Spell words with ible, able🌱 Spell words with ably, ibly🌱 Spell words with the l sound, ei after c🌱 Spell words containing ough🌱 Spell suffixes- al, ary, ic🌱 Spell suffixes ate, ise, ify to convert nouns and adjectives into verbs🌱 Spell words with silent letters🌱 To spell unstressed vowels in polysyllabic words🌱 Develop self-checking and proofreading strategies🌱 Spell words they have not been taught by applying their understanding🌱 Use the first 3/4 letters of a word to check spelling/meaning in a dictionary🌱 Use a thesaurus🌱 Spell words from the Year 5 list🌱 Handwriting: Legible and fluent style	<ul style="list-style-type: none">🌱 Spell endings cious, tious🌱 Spell endings ial🌱 Add suffixes beginning with vowels to words ending in fer🌱 Use hyphen correctly🌱 Use prefixes- bi, tele, trans, circum🌱 Distinguish between homophones and other words that are confused🌱 Identify root words, derivations and spelling patterns to support spelling🌱 Develop self-checking and proofreading strategies including using a dictionary/thesaurus🌱 Spell words from Year 6 list🌱 Handwriting: Legible, fluent and personal style
	<p>Handwriting:</p> <ul style="list-style-type: none">🌱 Correct formation of lower case - finishing in the right place🌱 Correct formation of capital letters🌱 Correct formation of digits🌱 Have clear ascenders and descenders <p><i>Evidence of diagonal and horizontal strokes to join</i></p>					

Coverage YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 and 2 Narrative - Blue Non-fiction- purple Poetry- orange	Stories by the same author. Narrative based on a model text. Non- chronological report Poem on a theme-	Traditional Tales with a Twist Instructions Letter	Traditional tales Recount Invitation	Narrative based on model text with innovation of character(s) and setting. Comic books Instructional writing Traditional rhymes	Stories with Familiar Settings Non-fiction Texts: Booklets Poetry: Pattern and Rhyme- Traditional Rhymes	Stories with Fantasy Settings Recounts Fairy Tales and Plays Poems for Learning by Heart
Year 3 and 4 Narrative - Blue Non-fiction- purple Poetry- orange	Fables, Myths and Legends Performance Poems: Structure Persuasion: Letters	Folk Tales Biographies Instructions	Story as a theme, with familiar settings Poems as a theme Discussion	Novel Diaries	Stories with a theme – imaginary world Poems with a structure (shape poetry) Information booklets	Stories with Historical Settings Debate and Persuasive texts Poems on a theme
Year 5 and 6 Narrative - Blue Non-fiction- purple Poetry- orange	Fiction Non-fiction (Fact file) Biography Narrative	Stories with historical settings Films and play scripts Classic narrative poetry. Instruction writing	Science Fiction Information booklets Shakespeare Film Narrative	Detective / crime fiction Report Writing Journalistic Writing Newspaper report Short Stories with Flashbacks	Explanation text Poetry Narrative Authors and Texts	Myths Reports Poems with figurative language Play scripts

Coverage YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 and 2 Narrative -Blue Non-fiction- purple Poetry- orange	Instructions Poems on a theme Stories with familiar settings	Non-chronological reports Stories with familiar settings Labels, lists and captions	Traditional stories Recount Sensory Poems	Stories from a range of cultures/Stories with predictable and patterned language Explanations	Information texts Poetry-Shape	Extended stories/Significant authors Newspaper report
Year 3 and 4 Narrative -Blue Non-fiction- purple Poetry- orange	Explanation texts Narrative Script based on a film - Dangle by British Film Institute.	Classic Narrative Poetry exploring form Language Play Recount: Newspapers	Stories which raise issues and dilemmas Persuasion Discussion/debate	Novel as a Theme Non-chronological Reports	Classic Poetry Mystery / Adventure / Fantasy Stories Explanations	Play script based on a film Non-Chronological reports
Year 5 and 6 Narrative -Blue Non-fiction- purple Poetry- orange	Myths and Legends from the British Isles Persuasion	Classic fiction Poetry – Songs and Lyrics Persuasion: A Formal Review Stories from other cultures	Older literature Information text hybrid Poems with imagery	Novel as a theme Magazine: information text hybrid Biographies	Story told with flashbacks Balanced argument/ debate Written response to the poem in another text type and form, e.g. newspaper report, series of diary entries, cartoon strip	Novels by significant children's authors Autobiography (fictional character) Poems based on a theme