



St John the Evangelist Writing Progression in Skills

At St. John's, our writing curriculum is progressive, and skills are built upon year on year. All year groups are immersed in quality, rich texts and learn about the range of writing genres including narratives, explanations, newspaper reports, etc... Our expectations of what children should include increase each year and these are taught through our quality first teaching incorporating Rosenshine's Principles of Instruction (particularly modelling and scaffolding).



Our writing curriculum is based on the Primary Curriculum (2014) which we have divided into a writing genre checklist of skills for each key stage per genre, e.g. what we'd expected to see in EY, KS1, Lower KS2 and Upper KS2 for a recount. Each teacher has this document readily available to them and uses it to plan their writing sequence. The writing children produce is then assessed against the following criteria which allows staff to target and teach to resolve any gaps in learning.

Key: Red- working towards standard/Green - Expected standard/Purple - Greater depth standard

Spelling and Phonics

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Segment the sounds in simple words and blend them together (40-60)</p> <p>Write simple regular words, some spelt correctly (ELG)</p> <p>Begin to make phonic attempts at words (ELG)</p> <p>Segment spoken words into phonemes and representing these by graphemes, spelling some correctly</p> <p>Spell most common words (R/Y1 high frequency words)</p>	<p>*Write simple regular words, some spelt correctly (ELG)</p> <p>Begins to make phonic attempts at words (ELG)</p> <p>*Spell words containing each of the 40+ phonemes already taught</p> <p>*Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>*Spell common exception words and days of the week</p> <p>*Use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>*Use the prefix un-</p> <p>*Add suffixes to spell some words correctly in their writing .e.g. -ment, -ness, -ful, -less, -ly</p>	<p>*Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</p> <p>*Spell some common exception words*</p> <p>*Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>*Spell many common exception words</p> <p>*Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</p> <p>*Spell most common exception words*</p>	<p>*Spell many exception words KS1</p> <p>*Spell contracted verb forms accurately (apostrophe - don't, I've, couldn't etc.)</p> <p>*Add suffixes and prefixes to spell some words correctly in their writing .e.g. -ment, -ness, -ful, -less, -ly, un- dis- mis-</p> <p>*Spell some key words from Y3 and Y4</p>	<p>*Spell correctly most of the words from the year 2 spelling list and some of the words from the year 3/4 spelling list</p> <p>*Use and apply the rules to spell words with prefixes and suffixes mostly correctly</p> <p>*Spell correctly most of the words from the year 3/4 spelling list</p> <p>*Identify and correct some spelling and punctuation errors in their own work</p>	<p>*Spell most words correctly* (Year 3 and 4)</p> <p>*Spell some words correctly* (Year 5 and 6)</p> <p>*Spell most words from the Y5/6 spelling list and use a dictionary to check the spelling of ambitious vocabulary</p>	<p>*Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 one*</p> <p>*Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>

Punctuation

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to show awareness of how full stops are used in writing.</p> <p>Demarcate some sentences with capital letters and full stops</p>	<p><i>*Begin to show awareness of how full stops are used in writing.</i></p> <p><i>*Begin to demarcate some sentences with capital letters and full stops</i></p> <p><i>*Then punctuate some sentences using a capital letter and a full stop, question mark or exclamation mark</i></p>	<p><i>*Demarcate some sentences with capital letters and full stops</i></p> <p><i>*By the end of Y2 demarcate most sentences in their writing with capital letters and full stops</i></p> <p><i>*Use question marks correctly when required</i></p> <p><i>*Use the punctuation taught at key stage 1 mostly correctly (Full stops, capital letters, question mark, commas in lists, apostrophes of contraction, apostrophes of possession)</i></p>	<p><i>*Demarcate most sentences with capital letters and full stops</i></p> <p><i>*Some use of exclamation marks and question marks</i></p> <p><i>*Use commas to separate items in a list</i></p> <p><i>*Use apostrophes to mark singular possession in nouns and contractions mostly accurately</i></p> <p><i>*Begin to use inverted commas for direct speech</i></p> <p><i>*Apply commas accurately after a fronted adverbial</i></p>	<p><i>*Use capital letters, full stops and question marks mostly correctly</i></p> <p><i>*Make some accurate use of a wider range of punctuation including commas for lists, apostrophes for contraction</i></p> <p><i>*Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</i></p> <p><i>*Use some direct speech, punctuating it correctly</i></p> <p><i>*Make some use of fronted adverbials, punctuating them correctly</i></p> <p><i>*Use the full range of punctuation taught in lower KS2, mostly correctly e.g. apostrophes for possession</i></p>	<p><i>*Use a range of punctuation mostly accurately:</i></p> <p><i>^Capital letters</i></p> <p><i>^Full stops</i></p> <p><i>^Question marks</i></p> <p><i>^Exclamation marks</i></p> <p><i>^Commas for lists</i></p> <p><i>^Apostrophes for contraction</i></p> <p><i>*Use a range of punctuation accurately:</i></p> <p><i>^commas for clarity</i></p> <p><i>^apostrophes for possession</i></p> <p><i>^inverted commas</i></p> <p><i>*Some use: punctuation for parenthesis (dashes, brackets, commas)</i></p>	<p><i>*In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points):</i></p> <p><i>*Mostly correctly:</i></p> <p><i>^Use capital letters</i></p> <p><i>^Full stops</i></p> <p><i>^Question marks</i></p> <p><i>^Commas for lists</i></p> <p><i>^Apostrophes for contraction</i></p> <p><i>*Use the range of punctuation taught at key stage 2 mostly correctly:</i></p> <p><i>^Inverted commas</i></p> <p><i>^Other punctuation to indicate direct speech (commas after the reporting clause)</i></p> <p><i>^Commas to clarify meaning or avoid ambiguity</i></p> <p><i>^Punctuation for parenthesis (brackets, dashes or commas)</i></p> <p><i>^Colons to introduce list</i></p> <p><i>^Semi-colons within list</i></p> <p><i>*Use the range of punctuation taught at key stage 2 correctly: (does not</i></p>

						<p>mean every single punctuation mark must be evident)</p> <p>^Semi-colons to mark the boundary between independent clauses</p> <p>^Colons to mark the boundary between independent clauses</p> <p>^Hyphens to avoid ambiguity</p> <p>^Dashes</p>
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Handwriting

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Attempt to mark make independently (40-60)</p> <p>Show some control in mark marking (40-60)</p> <p>Produce some recognisable letters (40-60)</p> <p>Form most letters clearly, although size and shape may be irregular (40-60)</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another and controlling use of ascenders and descenders.</p>	<p>*Form most letters clearly, although size and shape may be irregular (40-60)</p> <p>*Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>*Use space between words</p> <p>*Form capital letters correctly</p> <p>*Begin to use the diagonal and horizontal strokes needed to join letters</p>	<p>*Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>*Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>*Use spacing between words</p> <p>*Use spacing between words that reflects the size of the letters.</p> <p>*Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p>	<p>*Write legibly and consistently using some joins</p> <p>*Write neatly, legibly and consistently using some taught joins</p>	<p>*Write legibly and consistently using some joins</p> <p>*Write legibly using mostly joined handwriting</p> <p>*Then use joined handwriting with increasing fluency</p>	<p>*Produce legible joined handwriting</p>	<p>*Write legibly</p> <p>*Maintain legibility in joined handwriting when writing at speed.</p>

Use space between words		*Use the diagonal and horizontal strokes needed to join some letters.				
Grammar						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to use ABS sentences (and, but, so) and because	<ul style="list-style-type: none"> *Use the third person singular marker for verbs *Join words and joining clauses using and *Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' *Use present and past tense mostly correctly and consistently *Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses 	<ul style="list-style-type: none"> *Use present and past tense mostly correctly and consistently *Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses 	<ul style="list-style-type: none"> *Use different forms of sentence types (Statements, commands, exclamations and questions) *Use some expanded noun phrases to describe and specify (2A) *Use present and past tense mostly correctly and consistently *Use co-ordinating conjunctions (or/and/but) *Use subordinating conjunctions (when/if/that/because) *Begin to use fronted adverbials (time) *Use nouns, pronouns and tenses accurately *Begin to use noun who, which, where sentences *Begin to use: however, although, nevertheless, despite, since, so 	<ul style="list-style-type: none"> *Use some co-ordinating and sub-ordinating conjunctions to extend sentences *Use past and present tense mostly correctly *Use and maintain the appropriate verb tense in most of their writing *Use a range of conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> *Use co-ordinating conjunctions: (and, or, but, so) *Use subordinating conjunctions: after, although, because, however *Begin to apply 2A, 4A and noun, who, which, where sentences *Use different verb forms mostly accurately *Use some cohesive devices within and across sentences and paragraphs: fronted adverbials, ISPAED, pronouns etc. *Use co-ordinating conjunctions: (for, and, nor, but, or, yet, so) *Use subordinating conjunctions: (after, although, however, before that, as soon as,) *Accurately apply 2A, 4A and noun, who, which, where sentences *Use and maintain the appropriate tense for the text 	<ul style="list-style-type: none"> *Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility.) *Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs *Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this *Distinguish between the language of speech and writing and choose the appropriate register.

Composition

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Write own name with wrong letter formations or mixed lower/upper case (40-60)</p> <p>Begin to write coherent statements applying emerging phonic knowledge (40-60)</p> <p>Attempt to write short sentences in meaningful contexts (40-60)</p> <p>Write own first name with appropriate upper and lower case letters (40-60)</p> <p>Say what writing means (ELG)</p> <p>Write 3 or more simple statements that can be read without the child's help (ELG)</p> <p>Write simple sentences which can be read by themselves and others (ELG)</p> <p>Produce a paragraph or more of developed ideas independently</p>	<p>*Write own first name with appropriate upper and lower case letters (40-60)</p> <p>*Say what writing means (ELG)</p> <p>*Write 3 or more simple statements that can be read without the child's help</p> <p>*Say out loud what they are going to write about</p> <p>*Compose a sentence orally before writing it</p> <p>*Sequence sentences to form short narratives</p> <p>*Re-read what they have written to check that it makes sense</p> <p>*Produce a 'paragraph' of writing independently</p> <p>*Use some adjectives to describe and specify</p>	<p>*Write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>*Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>*Write about real events, recording these simply and clearly</p> <p>*Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>*Make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>*Write at length (close to a side of A4) *Can use adjectives, adverbs and powerful verbs for effect</p> <p>*Begin to use paragraphs or organisational devices e.g. headings and sub-headings</p> <p>*Begin to edit and improve their own writing</p> <p>*Use interesting and ambitious vocabulary</p> <p>*Produce writing which 'flows'</p> <p>*Use pronouns to aid cohesion and avoid repetition</p> <p>*Use some fronted adverbials</p>	<p>*Write for a range of purposes</p> <p>*In narratives, include some description of settings or characters</p> <p>*In non-narrative writing, begin to use paragraphs to organise ideas</p> <p>*Write effectively for a range of purposes</p> <p>*Use a range of conjunctions</p> <p>*Use some adverbs and prepositions</p> <p>*Use paragraphs to organise ideas</p> <p>*In non-narrative writing, use simple devices to structure the writing and support the reader</p> <p>*In narratives, create settings, characters and simple plot</p> <p>*Write effectively for a range of purposes showing some awareness of the intended audience</p> <p>*Use a balance of dialogue, action and description to create</p>	<p>*Use paragraphs to organise ideas and aid cohesion</p> <p>*Describe settings and characters: simile or metaphor, adjective, adverbs</p> <p>*Structure the text appropriately for purpose and audience including a balance between action, dialogue and description</p> <p>*Use a range of cohesive devices: adverb/ed/ing/connective openers</p> <p>*Accurately use modal verbs: can, could, might, will, must, should, will, must, should...</p> <p>*Use a wide range of clause structures, sometimes varying their position</p> <p>*Use adverbs, prepositional phrases and expanded noun phrases effectively to add detail</p> <p>*Describe settings and characters: simile or metaphor, adjectives, adverbs, powerful adjective, personification</p>	<p>*Write for a range of purposes</p> <p>*Use paragraphs to organise ideas</p> <p>*In narratives, describe settings and characters</p> <p>*Write effectively for a range of purposes and audiences, selecting 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</p> <p>*In narratives, describe settings, characters and atmosphere</p> <p>*Integrate dialogue in narratives to convey character and advance the action</p> <p>*Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their</p>

				settings, character and plot in narratives *Assess the effectiveness of their own and others' writing, suggesting improvements	*Select vocabulary and grammatical structures that reflect the level of formality *Create atmosphere and integrating dialogue to convey character and advance the action using 1 or more: similes, metaphors, personification, rhetorical Qu., repetition, onomatopoeia, alliteration	own writing (e.g. literary language, characterisation, structure)
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