Starcross Primary School

Writing Progression of skills and knowledge 2023-2024

Intent

At Starcross Primary School, we endeavour to create a love for literacy. We want every child to leave Starcross with the skills of an excellent writer.

We are determined that:

- Children develop enjoyment in writing – the 'will' to write.
- Children have the ability to write with fluency and each has an author's voice.
- Children are writing for a purpose and their writing is engaging; they think about the impact they want their writing to have on the reader and know how they will achieve this.
- Children develop writing from high-quality text models.
- Children develop proficiency in writing in a range of genres. They have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description; opportunities for writing purposefully are developed through other areas of the curriculum.
- Children develop writing stamina.
- Children are provided with the skills to embark on independent final writing outcomes in school.
- Children are motivated and have been explicitly taught the skills needed to re-read, edit and improve their writing so every piece of writing they produce is to the best of their ability and better than the last.
- Children display excellent transcription skills that ensure their writing is well presented, punctuated and spelled correctly.

Throughout their time at Starcross, children develop their skills by exploring a wide-range of genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process.

It is important to note that we not only develop a real enjoyment of writing in English lessons, but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

Implementation

At Starcross Primary School, we ensure that children develop of a love of writing and develop the skills needed to achieve this.

- Teachers plan clear sequences of work, usually using structure from organisations such as Devon County Council, Literacy Shed, or the Cornerstones curriculum.
- English lessons are taught daily.
- Teachers build in opportunities for short episodes of writing each week.
- Teachers ensure that short and long writing opportunities are regularly provided in a range of curriculum subjects.
- Modelled, shared, guided and independent writing contexts frequently feature in the English curriculum.
- Children are provided with clear expectations and outcomes when writing.
- Spelling, punctuation, grammar and phonics are taught in context and applied to their text.
- High-quality texts are used as models for children's own writing.
- Feedback is provided in a variety of ways, with the goal of supporting the children to think hard about how to make corrections and improvements to their writing.
- Children are taught how to review their own work, proof-reading for errors and editing to develop the content.

Teachers often use a four-stage model when teaching writing:

1) Immersion: Learning about the text, structure and features.

2) Imitate: Opportunities to practice writing based on a core text.

3) Innovate and Invent: Children to write independently using the skills developed throughout the teaching sequence.

4) Proof-reading / editing.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, Grammar and Punctuation						
<u>Reception</u> • Spell words by identifying the sounds and then writing the sound with letter/s. • Write simple phrases and sentences that can be read by others • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	• Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun • Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper • Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat • Understand how words can combine to make sentences • Join words and clauses using and • Separate words with spaces • Use capital letters and full stops to demarcate sentences in some of his/her writing • Begin to punctuate work using question marks and exclamation marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I • Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark	• Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman • Form adjectives using suffixes such as -ful, -less • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest • Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Use present and past tense mostly correctly and consistently • Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required • Use question marks and exclamation marks appropriately • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name • Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma	• Form nouns using a range of prefixes e.g. super-, anti-, auto- • Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box • Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of • Begin to use paragraphs as a way to group related material • Use headings and sub-headings to aid presentation • Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play • Begin to use inverted commas to punctuate direct speech • Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')	• Understands the grammatical difference between plural and possessive -s • Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use paragraphs to organise ideas around a theme • Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas • Use apostrophes to mark plural possession e.g. the girl's name, the girls' names • Use commas after fronted adverbials • Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial	• Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify • Understand verb prefixes e.g. dis-, de-, mis-, over- and re- • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity • Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity	• Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types • Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little • Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text • Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses • Use the colon to introduce a list and semi-colons within lists • Use bullet points to list information • Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover • Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points • Use the perfect form of verbs to mark relationships of time and cause • Use expanded noun phrases to convey complicated information concisely • Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition						
Reception • Re-read what they have written to check that it makes sense. **3 to 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; write 'm' for mummy. • Write some or all of their name. **Birth to 3 years** • Enjoy drawing freely. • 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.	• Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher • Write down one of the sentences that he/she has rehearsed • Compose and write sentences independently to convey ideas • Write sentences, sequencing them to form short narratives (real or fictional) • Write sentences by re-reading what he/she has written to check that it makes sense • Discuss what he/she has written with the teacher or other pupils • Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher	• Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional) • Write about real events, recording these simply and clearly • Write poetry to develop positive attitudes and stamina for writing • Write for different purposes to develop positive attitudes and stamina for writing • Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing • Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about • Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary • Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence • Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils • Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher • Read aloud what he/she has written with appropriate intonation to make the meaning clear	• Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary • Plan writing by discussing and recording ideas within a given structure • Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2) • Draft and write by organising writing into paragraphs as a way of grouping related material • Draft and write in narratives, creating settings, characters and plot • Draft and write non-narrative material, using headings and sub-headings to organise texts • Evaluate and edit by assessing the effectiveness of his/her own writing • Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions • Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly • Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	• Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar • Plan his/her writing by discussing and recording ideas • Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) • Draft and write by organising paragraphs around a theme • Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose • Draft and write non-narrative material, using simple organisational devices • Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials • Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials • Confidently read own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	• Plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own • Plan writing by noting and developing initial ideas, drawing on reading where necessary • Plan writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed • Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) • Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character • Draft and write by précising longer passages • Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly • Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before • Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining • Use different verb forms mostly accurately with consideration for audience and purpose • Evaluate and edit by assessing the effectiveness of own and others' writing • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2) • Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing • Proof-read for spelling errors linked to spelling statements for year 5 • Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity • Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear	• Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • Plan writing by noting and developing initial ideas, drawing on reading and research where necessary • Plan writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for own writing (e.g. literary language, characterisation, structure) • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2) • Draft and write narratives, describing settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Draft and write by accurately précising longer passages • Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables • Evaluate and edit by assessing the effectiveness of own and others' writing with reasoning • Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2) • Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural • Distinguish between the language of speech and writing and choosing the appropriate register • Proof-read for spelling errors linked to spelling statements for year 6 • Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens • Confidently perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting						
Reception • Form lower-case and capital letters correctly. <u>3 to 4 years</u> • Write some letters accurately. <u>Birth to 3</u> • 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.	• Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these	• 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 • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of the letters	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of handwriting	• Write legibly • Use joined up writing consistently, independently and fluently	• Write legibly • Maintain legibility in joined handwriting when writing at speed	• Write legibly • Maintain legibility in joined handwriting when writing at speed

Vocabulary, Punctuation and Grammar (NC English Appendix 2)

Detail of content to be introduced

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word		Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence		How words can combine to make sentences Joining words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text		Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation		Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for Pupils		letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause, parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points