

## St Mary's 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.


Children gain an understanding of how language works by looking at its patterns, structures and origins. 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 literacy curriculum which encompasses focussed writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes and audiences.


### EYFS –see Development Matters 2023 for detailed examples of how to support learning in EYFS


**Understanding the world** involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.


#### 0-3 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.


#### 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.


 Write some or all of their name.

 Write some letters accurately.

#### 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 sound-letter correspondences using a capital letter and full stop.

		<p><b>Writing ELG</b> : Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
--	--	--

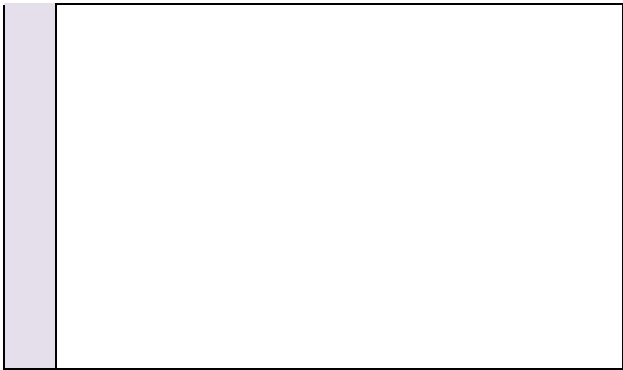
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sentence Structure</b>	<ul style="list-style-type: none"> <li>Write clearly demarcated sentences</li> <li>Use 'and' to join ideas</li> <li>Use conjunctions to join sentences e.g. but/so</li> <li>Use standard forms of verbs e.g. go/went</li> </ul>	<ul style="list-style-type: none"> <li>Write different kinds of sentence, statements, questions, exclamations and commands</li> <li>Write using subordinations (when/if/that/because)</li> <li>Correct and consistent use of present/past tense</li> <li>Correct use of verb tenses</li> <li><i>Use of expanded noun phrases</i></li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions to create complex sentences e.g. when, so, before, after, while, because</li> <li>Be able to identify and write complex sentences- understand terminology</li> <li>Start sentences with subordinate clause</li> <li>Use adverbs e.g. then, next soon</li> <li>Use prepositions e.g. before, after, during, in, because of</li> <li>Experiment with adjectives to create impact</li> <li>Correctly use verbs</li> </ul>	<ul style="list-style-type: none"> <li>Vary sentence structure using different openers.</li> <li>Use adjectival phrases e.g. biting cold wind</li> <li>Explore, identify, collect and use noun phrases</li> <li>Appropriate choice of noun or pronoun</li> <li>Know the differences in relative, personal and possessive pronouns and use them in writing</li> <li>Use an understand determiners</li> <li>Correct use of verb tense</li> <li>Subject and verb agreement</li> <li>To use alliteration</li> </ul>	<ul style="list-style-type: none"> <li>Add phrases to make sentences more precise and detailed</li> <li>Begin to adapt sentence structure to text type e.g. formal and informal</li> <li>Use pronouns to avoid repetition</li> <li>Start sentences with adverbs and fronted adverbials</li> <li>Start sentences with ed, ing and similes</li> <li>Write sentences by using relative clauses with relative pronouns- who, what, where, that</li> <li>Sentences with relative pronouns omitted</li> <li>Know what modal verbs are and use them effectively</li> <li>Use verb phrases</li> </ul>	<ul style="list-style-type: none"> <li>Use subordinate clauses to write complex sentences</li> <li>Use passive voice where appropriate</li> <li>Use expanded noun phrases to convey complicated information concisely e.g. the fact that it was raining meant the end of sports day</li> <li>Evidence of sentences structure and layout matched to requirements of text type</li> <li>To use active and passive sentences</li> <li>To use the perfect form</li> <li>To use powerful antonyms and synonyms</li> </ul>


			<p>in 1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> person (correct pronoun)</p> <ul style="list-style-type: none"> <li>🌟 Use perfect form of verbs to mark relationships of time and cause</li> <li>🌟 To use powerful synonyms and verbs</li> </ul>		<p>to extend sentences</p>	
Punctuation	<ul style="list-style-type: none"> <li>🌟 Evidence of capital letters, Full stops, Question marks, Exclamation marks</li> <li>🌟 Capital letters for names and personal pronoun 'I'</li> <li>🌟 Plurals- er</li> <li>🌟 Suffixes- ing/ed</li> <li>🌟 Prefixes- un</li> </ul>	<ul style="list-style-type: none"> <li>🌟 Correct and consistent use of capital letters</li> <li>🌟 Full stops</li> <li>🌟 Question marks</li> <li>🌟 Exclamation marks</li> <li>🌟 Apostrophe for omission (contractions)</li> <li>🌟 Introduction of speech marks</li> <li>🌟 <i>Commas in a list</i></li> <li>🌟 <i>Apostrophes for possession</i></li> </ul>	<ul style="list-style-type: none"> <li>🌟 Correct use of speech marks for direct speech</li> <li>🌟 Use apostrophes for omission correctly- contractions</li> <li>🌟 Use capital letters for abbreviations</li> </ul>	<ul style="list-style-type: none"> <li>🌟 Apostrophe for singular and plural possession</li> <li>🌟 Commas after fronted adverbial</li> <li>🌟 Use commas to mark clauses</li> </ul>	<ul style="list-style-type: none"> <li>🌟 Commas to clarify meaning or avoid ambiguity within a sentence</li> <li>🌟 Link clauses in sentences using a range of subordinating and co-ordinating conjunctions</li> <li>🌟 Punctuate speech correctly when the speaker is identified at the beginning and end</li> <li>🌟 Use apostrophes for singular and plural possession</li> <li>🌟 Demarcate parenthesis using brackets, commas and dashes</li> <li>🌟 Demarcate complex sentences using commas to clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>🌟 Semi colon, colon, dash to mark boundary between independent clauses</li> <li>🌟 Correct punctuation of bullet points</li> <li>🌟 Hyphens to avoid ambiguity</li> <li>🌟 Full range of punctuation matched to requirements of text type</li> <li>🌟 To use ellipsis</li> </ul>



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

	 Write in different forms with simple text type features			light of evaluation	and correct use of tense throughout, consistent subject and verb agreement and proofread for spelling and punctuation errors	convey character and advance action  Deviate narrative from linear/chronological  Create hybrid texts
--	---	--	--	---------------------	--	---

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



 Handwriting: Legible,  
joined handwriting of  
consistent quality

5 list  
 Handwriting:  
 Legible and fluent style