



Writing

Oakhill Church School

Our curriculum is designed and built upon children’s prior knowledge, and we use quality first-hand experiences to help unlock children's curiosity and invest in their cultural understanding and capital. The curriculum makes links and connections to establish purposeful learning which is relevant now and for life in the future.

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Teaching and Learning at Oakhill

EYFS:

- Children are immersed in a language rich environment as stories are placed at the core of their learning and the Early Years Curriculum.
- Children are taught ambitious words choices through word collecting activities.
- As our children learn to segment sounds, they begin to label pictures with words.
- Children are supported to apply their phonic learning to their writing through following simple sentence structures with basic punctuation.
- By the end of their Reception year, the children are already on their journey as writers.

KS1/KS2: Our Planning Approach

- Teachers plan progressive sequences of lessons following the Jane Considine scheme of learning “The Write Stuff”.
- These have been mapped out in our writing overview to ensure a progressive use of varied text types across KS1 and KS2.
- However, alongside “The Write Stuff” scheme of learning, teachers plan progressive sequences of lessons combining element of “The Write Stuff” and “Talk4Writing”. Such structures focus on drama, oracy and language development.
- Teacher plan these sequences of lessons around text types that are not covered in the Write Stuff Unit for that term to encourage a breadth of writing.
- Writing is centred around high quality texts that aim to capture the interests of children.
- All children will access a daily writing lesson of 60 minutes.

Year 1 Onwards - Jane Considine – The Write Stuff:

- Sequences of lessons focus on a love of story, enrichment and language.
- Children are immersed in a key text, revealing plot points one at a time through the 'slow reveal' to maintain the excitement of revealing the text.
- Children are exposed to a range of fiction, non-fiction and poetry texts throughout the year.



Teaching and Learning at Oakhill

- Through shared writing opportunities, children evolve a flexible knowledge of sentence structure as children develop a clear view of what high quality writing looks like.
- Children use these opportunities to build, plan and complete independent pieces of writing through narrative maps and non-fiction shapes.

Sentence Stacking:

- The Write Stuff follows a “sentence stacking” approach to writing.
- Children learn to sentence stack, focusing on the style of the author and impact of words and sentences.
- Children use the sentences of authors but manipulate the vocabulary within the structure.
- Sentence stacking refers to the fact that sentences are grouped together chronologically or organisationally to engage children with short, intensive moments of learning. Over a sequence of lessons, children develop a whole piece of writing.
- Teachers display the sentence stack on their working walls.
- An individual “Write Stuff” lesson is based on a sentence model, broken into three separate chunks:
 - Initiate section – a stimulus to capture the children’s imagination and set up a sentence.
 - Model section – the teacher close models a sentence that outlines clear writing features and techniques.
 - Enable section – the children write their sentence following the model and have the opportunity to 'deepen the moment' where they can explore the plot point further and demonstrate their own creative sentences using their previous learning
- When planning sequences of lessons away from “The Write Stuff” schemes of learning, teachers plan using this approach to writing.

Independent Writing:

- Once sentence stacking is complete, children have the opportunity to plan and write independently using their previous learning to shape their creative stories.
- Re-drafting and editing are used before writing is published.
- Writing extends across the curriculum with children being given opportunities to write for a range of different purposes outside of the writing lesson.



Early Writing - EYFS

Stage 2 (2-3)

- I am learning to mark making which feature lots of random marks, often made over other marks
- I am learning to begin hold the pencil/crayon in a pincer grip between the thumb and index finger
- I am learning to make a definite attempt to make individual marks.
- I am learning to close shapes making an inside and an outside; these shapes are often circular.
- I am learning to combine shapes and lines; these marks will often represent one word
- I am learning to have a clearer idea of the marks I wants to make.
- I am learning to showing preference for one hand but uses both

EYFS Granular Steps



Writing in EYFS

The knowledge I am learning;

- I am learning that marks can carry and record my messages, experiences and stories
- I am learning that marks can record facts
- I am learning to form letters correctly
- I am learning to use a capital letter
- I am learning to use a full stop
- I am learning to use my phonics knowledge to write words

Stage 3 (3-4)

- I am learning to realise that print carries a message and I can 'read' what it says.
- I am learning to copy adults and make marks going across the page; these are often zigzags and wavy lines.
- I am learning to show interest in letters on a keyboard, identifying the initial letter of my own name and other familiar words
- I am learning to make symbols that have meaning
- I am learning to write my own name, or names that are important to me, using combinations of lines, circles and curves, or letter-type shapes
- I am learning to say what purpose I am writing- e.g. letters, shopping lists, labels etc.
- I am learning to write my name
- I am learning to use mark making to plan

Stage 4 (4-5)

- I am learning to Write some letters accurately.
- I am learning to form some lower case letters correctly.
- I am learning to write CVC words
- I am learning to form lower-case and capital letters correctly.
- I am learning to write short sentences using a capital letter and full stop.
- I am learning to re-read what I have written to check it makes sense.



Curriculum Overview

Writing Units

Writing Units								
EYFS	YR/1		<ul style="list-style-type: none"> We have planned to use the Write Stuff EYFS writing scheme but with differentiated outcomes for our Y1 children 					
		Cycle A						
		Cycle B	Write Stuff Unit (EYFS): How to Catch a Star (Fiction – Narrative - Story)	Write Stuff Unit (EYFS): Poppies Cbeebies Animation (Fiction – Narrative - Story)	Write Stuff Unit (EYFS): Rainbow Fish (Fiction – Narrative - Story)	Write Stuff Unit (EYFS): Penguins (Non- Fiction – Fact File)	Write Stuff Unit (EYFS): Pigs Might Fly (Fiction – Narrative - Story)	Write Stuff Unit (EYFS): What We'll Build (Non-Fiction – Advice Leaflet)
KS1	Y1/2	Cycle A	Write Stuff Unit (Y1): Pinocchio (Fiction – Narrative – Traditional Tale) Hamilton Trust Unit: The Nut Tree (Poetry)	Write Stuff Unit (Y1): The Storm Whale (Fiction – Narrative – Story) Postcard – Meerkat Christmas (Non-fiction)	Write Stuff Unit (Y2): The Great Fire of London (Non-fiction – Diary)	Write stuff Unit (Y1): Toys from the Past (Non-fiction - Report) Talk 4 Writing: The Magic Paintbrush	Write Stuff Unit (Y2) : Desk Diddler (Poetry – Humorous Poem) Talk 4 Writing Unit: The Way Back Home (Narrative)	Write Stuff Unit (Y1): Our Trip to the Woods (Non-fiction - Recount)
		Cycle B	Write Stuff Unit (Y1) : When I am by Myself (Poetry – List Poem)	Write Stuff Unit (Y1): The Train Ride (Fiction – Narrative - Story)	Write Stuff Unit (Y1): Little Red Riding Hood (Fiction - Narrative - Traditional Stories)	Write stuff Unit (Y2): The Day the Crayons Quit (Non- fiction – Persuasive Letter)	Write Stuff Unit (Y1): The Bear and the Piano (Narrative - Adventure)	Write Stuff Unit (Y2): Plants (Non-fiction – Information Text)



Curriculum Overview

KS2	Y3/4	Cycle A	Talk 4 Writing Unit: How to Trap a Stone Giant (Non-fiction) Write Stuff Unit (Y3): Skara Brae (Non-Fiction – Holiday Brochure)	Write Stuff Unit (Y3): I Asked the Boy Who Could Not See (Poetry)	Write Stuff Unit (Y3): The Incredible Book Eating Boy (Fiction – Narrative - Comedy)	Write Stuff Unit (Y4): The Creature (Non-Fiction – Newspaper Report)	Write stuff Unit (Y4): The Whale (Fiction - Mystery)	Write stuff Unit (Y3): The True Story of the Three Little Pigs (Fiction – Narrative – Traditional Tale with a Twist)
		Cycle B	Write Stuff Unit (Y3): Stone Age Boy (Fiction – Narrative - Story)	Write Stuff Unit (Y4): Secrets of the Sun King (Non-Fiction - Diary)	Write Stuff Unit (Y3): Earthquakes (Non-Fiction – Non-Chronological Report)	Write Stuff Unit (Y4): Aladdin and the Enchanted Lamp (Fiction – Narrative – Traditional Tale)	Write Stuff Unit (Y3): The Last Bear (Fiction – Narrative - Story)	Write Stuff Unit (Y4): The Colour Collector (Poetry)
	Y4/5	Cycle A	Write Stuff (Y4): The River (Poetry)	Write Stuff (Y5): Kick (Non-fiction – Persuasive Letter) Poetry: The Sound Collector by Roger McGough (exploring form)	Write Stuff (Y4): The Iron Man (Narrative – Science Fiction) Recount – Young Voices (Non-fiction)	Write Stuff Unit (Y5): One Small Step (Narrative - Adventure) Poetry: Space Poetry (Shape Poems)	Write Stuff (Y4) The Journal of Iliona (Non-Fiction – Diary)	Write Stuff (Y5): Zoo (Fiction – Fantasy) T4W - How To Trap a Dragon (Instructions)
		Cycle B	Write Stuff Unit (Y4): Float (Narrative - Story)	Write Stuff Unit (Y4): Still I Rise (Poetry)	Write stuff unit: I Believe in Unicorns by Michael	Write Stuff: Mars Transmission (Non-Fiction - Journal)	Write Stuff Unit (Y4): The Princess and the Pea (Narrative – Traditional Tale)	Write Stuff Unit: David Attenborough Biography (Non-Fiction- Biography)



Curriculum Overview

Y5/6	Cycle A	Write Stuff (Y6): The Journey (Narrative - Story)	Write Stuff (Y6): Goldilocks (Non-Fiction – Newspaper Report)	Morpurgo (Narrative - Story)	Poetry: Space Poetry (Shape Poems)		
		Poetry: National Poetry Day – Poems about Choice		Recount – Young Voices (Non-fiction)			
		Write Stuff (Y5): The Origin of Species (Non-Fiction: Non-Chronological Report)	Write Stuff (Y5): Hansel and Gretel by Neil Gaiman (Fiction: Narrative – Traditional Tale)				Write Stuff (Y5): The Highwayman (Narrative Poetry)
Y5/6	Cycle B	Poetry: Descriptive War Poetry	Narrative: Character Description (Street Child)				Non-fiction: Advert: Visit Radstock (Local History)
		Non-Fiction: Young Voices Recounts					Narrative: Playscript Writing & Performance: End of Year Play
		Write Stuff Unit (Y6): Everest (Non-Fiction – Non-Chronological Report)	Write Stuff Unit (Y6): The Firework Maker's Daughter (Narrative - Adventure)	Write Stuff Unit (Y6): Pet Peeves (Non-Fiction – Blog)	Write Stuff Unit (Y6): Moth (Poetry – Narrative Poem)	Write Stuff Unit (Y5): Kensuke's Kingdom (Narrative - Adventure)	Write Stuff Unit (Y6): Greta by Greta Thunberg (Non-fiction – Speech)
Y5/6	Cycle A	Poetry: National Poetry Day – Poems about Choice	Poetry - Fireworks	Recount – Young Voices (Non-fiction)			Non Fiction: Recount (Local History)
							Narrative: Playscript Writing &



Curriculum Overview

								Performance: End of Year Play
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Progression in Writing

Writing Transcription Spelling: Phonics and Spelling Rules

Writing Transcription Spelling: Phonics and Spelling Rules						
	EYFS		KS1	KS2		
	Nursery	YR/1	Y1/2	Y3/4	Y4/5	Y5/6
	Phonics – Read Write Inc			Spelling Frame		



Progression in Writing

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Phonics and Spelling Rules</p>	<p>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.</p>	<p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Y1: To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words (e.g. gym, myth... etc.)</p> <p>The /ʌ/ sound spelt ou (e.g. couple, touch... etc.)</p> <p>Words with endings sounding like /zə/ or /tʃə/ (e.g. adventure, creature... etc.)</p> <p>Endings which sound like /zən/ (e.g. erosion, pension... etc.)</p> <p>Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian</p> <p>Words with the /k/ sound spelt ch</p> <p>Words with the /j/ sound spelt ch</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que</p> <p>Words with the /s/ sound spelt sc</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p>	<p>Combined Y3/4 and Y5/6 planning</p>	<p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Endings which sound like /ʃəl/ (e.g. social, crucial... etc.)</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Words ending in -able and -ible Words ending in -ably and -ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with 'silent' letters</p>



Progression in Writing

		<p>phonically plausible way, even if sometimes incorrect.</p>	<p>To apply further Y2 spelling rules and guidance*, which includes: the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); the /aɪ/ sound spelt -y (e.g. cry, fly, July); adding -esto nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /z/ sound spelt 's' (e.g. television).</p>	<p>Homophones and near-homophones</p>		<p>Homophones and other words that are often confused</p>
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Progression in Writing

Writing Transcription: Spelling: Common Exception Words						
	EYFS		KS1	KS2		
	Nursery	YR/1	Y1/2	Y3/4	Y4/5	Y5/6
	Phonics – Read Write Inc			Spelling Frame		
Common exception words		ELG: To write some irregular common words. Y1: To spell all Y1 common exception words correctly.* To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly. To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.

Writing Transcription: Spelling: Prefixes and Suffixes						
	EYFS		KS1	KS2		
	Nursery	YR/1	Y1/2	Y3/4	Y4/5	Y5/6
	Phonics – Read Write Inc			Spelling Frame		



Progression in Writing

Prefixes and Suffixes		<p>Y1:</p> <p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p> <p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p> <p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p>	<p>Combined Y3/4 and Y5/6 planning</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p> <p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p>



Progression in Writing

				<p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>		<p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring)</p>
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Writing Transcription: Spelling: Further Conventions						
	EYFS		KS1	KS2		
	Nursery	YR/1	Y1/2	Y3/4	Y4/5	Y5/6
	Phonics – Read Write Inc			Spelling Frame		



Progression in Writing

Further Conventions		<p>Y1:</p> <p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p> <p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher.</p> <p>that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>Combined Y3/4 and Y5/6 planning</p>	<p>To spell complex homophones and near- homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms</p>



Progression in Writing

Writing Transcription: Handwriting: Letter formation, Placement, Position and Joining				
Nursery				
<ul style="list-style-type: none"> • The knowledge I am learning: • To write for a variety of purposes. • To use my phonic knowledge in my writing. • To form letters starting in the correct place and direction. 				
	Stage 2 (Age 2-3)		Stage (Age 3-4)	
Step 1	I am learning to mark making which feature lots of random marks, often made over other marks		I am learning to realise that print carries a message and I can 'read' what it says. I am learning to copy adults and make marks going across the page; these are often zigzags and wavy lines. I am learning to show interest in letters on a keyboard, identifying the initial letter of my own name and other familiar words	
Step 2	I am learning to begin hold the pencil/crayon in a pincer grip between the thumb and index finger I am learning to make a definite attempt to make individual marks. I am learning to close shapes making an inside and an outside; these shapes are often circular.		I am learning to make symbols that have meaning I am learning to write my own name, or names that are important to me, using combinations of lines, circles and curves, or letter-type shapes	
Step 3	I am learning to combine shapes and lines; these marks will often represent one word I am learning to have a clearer idea of the marks I wants to make. I am learning to showing preference for one hand but uses both		I am learning to write my name I am learning to use mark making to plan	
EYFS		KS1		KS2
YR/1		Y1/2		Y3/4
				Y4/5
				Y5/6



Progression in Writing

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Letter Formation, Placement, Positioning and Joining</p>	<p>Stage 4 (Age 4-5)</p> <p>Step 1: I am learning to Write some letters accurately.</p> <p>Step 2: I am learning to form some lower case letters correctly.</p> <p>I am learning to write CVC words</p> <p>Step 3: I am learning to form lower-case and capital letters correctly.</p> <p>Y1:</p> <p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>Combined Y3/4 and Y5/6 planning</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p> <p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
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Progression in Writing

Writing Composition: Planning, Writing and Editing						
	EYFS		KS1	KS2		
	Nursery	YR/1	Y1/2	Y3/4	Y4/5	Y5/6



Progression in Writing

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Planning, Writing and Editing</p>	<p>Ages 3-4: Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>ELG: Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>Combined Y3/4 and Y5/6 planning</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs</p> <p>their own and others' writing and to make necessary corrections and improvements.</p> <p>develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p>
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Progression in Writing

		<p>Use new vocabulary in different contexts.</p> <p>Y1:</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe</p>	<p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>			<p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
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Writing Composition: Audience Awareness and Structure



Progression in Writing

	EYFS		KS1	KS2		
	Nursery	YR/1	Y1/2	Y3/4	Y4/5	Y5/6



Progression in Writing

Audience Awareness and Structure	<p>Ages 3 – 4: Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many</p>	<p>ELG: Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Y1: To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p> <p>Use figurative devices such as similes and alliteration</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole</p>	<p>Combined Y3/4 and Y5/6 planning</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Use figurative devices such as metaphors, personification, repetition for effect and allusion.</p> <p>To 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>
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Progression in Writing

		To start to engage readers by using adjectives to describe.		<p>class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p> <p>Use figurative devices such as similes and hyperbole</p>		<p>own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>Use figurative devices such as extended metaphors and colloquialisms</p>
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Writing: Sentence Structure and Tense					
	EYFS	KS1	KS2		
	YR/1	Y1/2	Y3/4	Y4/5	Y5/6



Progression in Writing

Sentence Structure and Tense	<p>Stage 4 (Age 4-5)</p> <p>Step 1: I can use marks to describe my experiences and record information Step 2: I am learning to write CVC words</p> <p>Step 3: I am learning to write short sentences using a capital letter and full stop. I am learning to re-read what I have written to check it makes sense.</p> <p>Y1:</p> <p>To use simple sentence structures.</p>	<p>To use simple sentence structures.</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p> <p>Use a mixture of simple and compound sentences</p> <p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>Use an appropriate variety of simple, compound and complex sentences</p>	<p>Combined Y3/4 and Y5/6 planning</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>Use embedded clauses</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>Use an effective range of sentence structures, including sentences with multiple clauses.</p>
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Writing Composition: Uses of Phrases and Clauses						
	EYFS		KS1	KS2		
	Nursery	YR/1	Y1/2	Y3/4	Y4/5	Y5/6



Progression in Writing

Uses of Phrases and Clauses	Use longer sentences of four to six words.	<p>ELG: Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> <p>Y1:</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> <p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>Combined Y3/4 and Y5/6 planning</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p> <p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing</p>

Writing Composition: Punctuation and Terminology

	EYFS	KS1	KS2
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Progression in Writing

	YR/1	Y1/2	Y3/4	Y4/5	Y5/6
Punctuation and Terminology	<p>Y1:</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks</p> <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks</p> <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <p>capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p> <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p> <p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p> <p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p> <p>To use commas after fronted adverbials</p> <p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>Combined Y3/4 and Y5/6 planning</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p> <p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>



Assessment in Writing

- To ensure we are monitoring our children's progress effectively, alongside an independent write that is an outcome of a "Write Stuff" unit, children also complete extended creative writing tasks.
- One piece of writing is assessment every short term using to Somerset Literacy Network assessment criteria.
- This assessment data is then moderated between our classes.
- Judgements are made in writing once every long term.