

# Writing Progression Document

## Writing Progression in knowledge and skills

### Curriculum Intent

Writing gives children a voice to share their ideas and communicate their thoughts with the world. Our children come to school with very differing experiences and we believe children need to find pleasure in reading so they themselves wish to be authors and writers. Through reading children enter worlds beyond their personal experience creating a sense of wonder and imagination to inspire their own writing. Reading ignites children's curiosity and a sense of fascination about characters, places, and facts so they can create their own when writing. Reading encourages children to think critically about how authors manipulate language in a variety of ways to clarify and enhance meaning which acts as a good model for children's own writing. Authors present different levels of interpretation and alternative viewpoints prompting children's creative thinking when they write. Through stories, poems and information texts children come to experience a wide vocabulary in context and hear words and phrases which they can 'magpie' for their own writing. We believe children need to 'think', 'feel' and live experiences before putting pencil to paper so they have a real purpose for their writing. We want our children to develop into confident, able writers who see the value of, find pleasure in, the writing process. We will equip children with the skills they need to be able to orally rehearse, plan, compose, revise and evaluate the writing process. We have high expectations for all children within our school so they make good progress in their writing.

### Curriculum Implementation

To ensure children develop a love of writing and gain the knowledge and skills they need to be an effective writer we will:

- ✓ ensure teachers receive professional development to gain the necessary subject knowledge to teach children the writing process
- ✓ plan our writing curriculum in a progressive way so children build on what they already know and can do
- ✓ ensure children write for a real purpose and reason
- ✓ immerse children in high-quality texts and encourage each child to think of themselves as an author
- ✓ teach writing through a range of exciting stimuli including film clips, artefacts, visitors and meaningful real-life and first-hand experiences
- ✓ model the writing process daily to support children's writing and make expectations clear
- ✓ provide children with opportunities to develop a rich vocabulary to bring their writing to life
- ✓ use a systematic synthetic phonic scheme called Floppy's Phonics to support the teaching of early spelling
- ✓ teach punctuation and grammar explicitly
- ✓ teach the children how to proof-read and check their writing makes sense and then, how to make revisions and additions to improve their writing
- ✓ give children opportunities to write in varied genre including narrative, poetry, instructions, persuasive, non-fiction reports and newspapers
- ✓ give children opportunities to develop and apply their writing skills across the curriculum
- ✓ use a rigorous, sequential teaching approach to teach handwriting
- ✓ encourage children to hold a pencil effectively, using the tripod grip in almost all cases
- ✓ provide opportunities for children to acquire adequate strength, dexterity and coordination to form legible letter
- ✓ encourage children to
  - form lower-case letters of the correct size relative to one another and use spacing between words that reflects the size of the letters
  - begin to use some of the diagonal and horizontal strokes needed to join letters
  - develop a sense of pride in the presentation of their work and realise the importance of clear and neat handwriting in order to communicate meaning clearly

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<b>Substantive and disciplinary knowledge in Writing.</b>						
<p>In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent. Disciplinary knowledge is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes.</p>						
<b>National Curriculum</b>		<b>End of Early Years Foundation Stage</b>		<b>End of Key Stage 1</b>		
		<p><b>ELG:</b> Write recognisable letters, most of which are correctly formed. <i>(Writing)</i></p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. <i>(Writing)</i></p> <p>Write simple phrases and sentences that can be read by others. <i>(Writing)</i></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <i>(Fine Motor Skills)</i></p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. <i>(Fine Motor Skills)</i></p> <p>Begin to show accuracy and care when drawing. <i>(Fine Motor Skills)</i></p>		<p>Write simple, coherent narratives about personal experiences and those of others (Real or fictional)</p> <ul style="list-style-type: none"> <li>• write about real events, recording these simply and clearly</li> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• use present and past tense mostly correctly and consistently</li> <li>• use co-ordination (e.g., or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</li> <li>• spell many common exception words*</li> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>		
<b>Substantive Knowledge</b>	<b>Key concept</b>	<b>Nursery</b>		<b>Reception</b>	<b>Y1</b>	<b>Y2</b>
		<b>Birth-3</b>	<b>3–4-year-olds</b>	<b>5-year-olds</b>	<b>6-year-olds</b>	<b>7-year-olds</b>
<b>Phonic &amp; Whole word spelling</b>	<i>Segment spoken words into phonemes and represent these by graphemes.</i>	Show attention to sounds.  Explore their voices and enjoy making sounds.	Listen with increased attention to sounds.  Recognise words with the same initial sound, such as money and mother	Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT). Recall &/identify the taught GPCs (the letters that represent the sounds) (including some	Spell words containing each of the 40+ phonemes taught.  Spell common exception words.  Spell the days of the week.	Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.  Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each

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		<p>Join in with songs and rhymes, making some sounds.</p> <p>Responds to sounds in the environment such as cars, sirens and birds</p>	<p>Hears and says the initial sound in words 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.</p>	<p>digraphs) on a grapheme mat and use this when writing. (LIT). Spell some taught common exception/ high frequency and familiar words. (LIT).</p>	<p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p>	<p>spelling, including a few common homophones.</p> <p>Learn to spell common exception words.</p> <p>Distinguish between homophones and near-homophones.</p>
<b>Other word building spelling</b>	<i>Break words down into their smaller components.</i>	<p>Show attention to sounds.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Responds to sounds in the environment such as cars, sirens and birds</p>	<p>Listen with increased attention to sounds.</p> <p>Recognise words with the same initial sound, such as money and mother</p> <p>Hears and says the initial sound in words 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.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</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>Use the prefix un.</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words.</p> <p>Apply simple spelling rules and guidance from Appendix 1 (National Curriculum).</p>	<p>Learn to use the possessive apostrophe (singular).</p> <p>Learn to spell words with contracted forms.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Apply spelling rules and guidelines from Appendix 1 (National Curriculum).</p>
<b>Transcription</b>	<i>Transcription is simply the act of putting words on paper (or screen) through handwriting (or typing) and making those words understandable</i>	<p>When holding crayons, chinks etc, makes connections between their movement and the marks they make (PD)</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and</p>	<p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Write some letters accurately.</p> <p>Write some or all their name.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>

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	<i>through good spelling.</i>	through using touch-screen technology.		Write simple phrases and sentences that can be read by others.		
<b>Handwriting</b>	<i>Form lower-case and capital letters correctly using the correct orientation and size.</i>	<p>When holding crayons, chalks etc., makes connections between their movement and the marks they make (PD)</p> <p>Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint (PD)</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>	<p>Use a comfortable grip with good control when holding pens and pencils. (FMS)</p> <p>Show a preference for a dominant hand. (FMS)</p> <p>Write some letters accurately.</p> <p>Write some or all their name.</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient. (FMS)</p> <p>Form lower-case and capital letters correctly</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>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.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>
<b>Contexts for Writing</b>	<i>Writing for different contexts includes writing for formal and</i>	Uses single words to communicate for a range of purposes (e.g., teddy, more, no, bye-bye)	Can retell a simple past event in correct order (e.g., went down slide, hurt finger)	<p>Describe events in some detail.</p> <p>Describes main story settings, events and</p>	<p>Retell a well-known story.</p> <p>Recount a visit or experience.</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p>

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	<i>informal purposes ensuring children understand the audience they are writing for.</i>	<p>Uses longer sentences (e.g., 3 words, Mummy gonna work)</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Makes links to own experience when listening to or 'reading' texts, points to illustrations, saying 'I had a party'.</p> <p>Identifies and talks about familiar characters or people from texts.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>principal characters in increasing detail</p> <p>Re-enacts and reinvents stories they have heard in their play</p>		<p>Write poetry.</p> <p>Write for different purposes.</p>
<b>Planning Writing</b>	<i>Allowing time for children to structure their writing to support coherence. At this point, they should consider the genre, audience, and purpose of the text they are writing.</i>	<p>Uses single words to communicate for a range of purposes (e.g., teddy, more, no, bye-bye)</p> <p>Uses longer sentences (e.g., 3 words, Mummy gonna work)</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Can retell a simple past event in correct order (e.g., went down slide, hurt finger)</p> <p>Makes links to own experience when listening to or 'reading' texts, points to illustrations, saying 'I had a party'.</p> <p>Identifies and talks about familiar characters or people from texts.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Compose narratives about personal experiences and those of others (Real and fictional) write about real events write poetry write for different purposes</p> <p>Describe events in some detail. Describes main story settings, events and principal characters in increasing detail</p> <p>Re-enacts and reinvents stories they have heard in their play</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p>	<p>Plan or say out loud what they are going to write about.</p>
<b>Drafting Writing</b>	<i>This is where they can start getting</i>	<p>Around 12 months beginning to say single words like mum</p>	<p>Using sentences of four to six words – "I want to play with cars" or</p>	<p>Think of, say and write a simple sentence,</p>	<p>Sequence sentences to form short narratives.</p>	<p>Write down ideas and/or key words, including new vocabulary.</p>

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	<p><i>sentences onto paper, and sorting different ideas into paragraphs (if applicable). It doesn't have to be perfect at this point, but it's a good idea to pay attention to spelling, punctuation, and grammar. At this stage, the main focus is getting ideas formulated and written down in a structured way.</i></p>	<p>mumma, dada, tete (teddy)? 18 months beginning to put two or three words together: "more milk"?  By 2 years uses longer sentences (e.g., 3 words, Mummy gonna work)</p>	<p>"What's that thing called?"  Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".</p>	<p>sometimes using a capital letter and full stop. (LIT).  Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g. character, settings, object. (C&amp;L).  Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&amp;L)</p>	<p>Re-read what they have written to check that it makes sense.</p>	<p>Encapsulate what they want to say, sentence by sentence.</p>
<p><b>Editing Writing</b></p>	<p><i>Make sure that spelling, punctuation, and grammar is all correct. This develops children's proofreading skills, which are essential for later life, and also deepens their grammatical understanding.</i></p>	<p>Knows that the marks they make are of value  Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p>	<p>Re-read what they have written to check that it makes sense.  To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p>	<p>Discuss what they have written with the teacher or other pupils.</p>	<p>Evaluate their writing with the teacher and other pupils.  Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.  Proofreading to check for errors in spelling, grammar and punctuation.</p>

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<b>Performing Writing</b>	<i>Share their writing with an audience.</i>	<p>Knows that the marks they make are of value</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p>	<p>Re-read what they have written to check that it makes sense.</p>	<p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
<b>Vocabulary</b>	<i>Vocabulary helps children express themselves more precisely and sharpens communication skills.</i>	<p>Around 12 months beginning to say single words like mum mummy, dada, tete (teddy)? 18 months beginning to put two or three words together: "more milk"?</p> <p>By 2 years uses longer sentences (e.g., 3 words, Mummy gonna work)</p>	<p>Using sentences of four to six words – "I want to play with cars" or "What's that thing called?"</p> <p>Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop.</p>	<p>Leave spaces between words.</p> <p>Join words and joining clauses using "and".</p>	<p>Expanded noun phrases to describe and specify.</p>
<b>Grammar</b>	<i>The basic grammar rules that are taught refer to sentence structure and parts of speech, including nouns, pronouns, verbs, adjectives, adverbs and more. English grammar and SPaG is the foundation of good communication,</i>	<p>Around 12 months beginning to say single words like mum mummy, dada, tete (teddy)? 18 months beginning to put two or three words together: "more milk"?</p> <p>By 2 years uses longer sentences (e.g., 3 words, Mummy gonna work)</p>	<p>Using sentences of four to six words – "I want to play with cars" or "What's that thing called?"</p> <p>Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".</p> <p>Use the future and past tense: "I am going to</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&amp;L)</p>	<p>Use regular plural noun suffixes (-s, -es).</p> <p>Use verb suffixes where root word is unchanged (-ing, -ed, -er).</p> <p>Use un- prefix to change meaning of adjectives/adverbs.</p> <p>Combine words to make sentences, including using and.</p>	<p>Use sentences with different forms: statement, question, exclamation, command.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Use some features of written Standard English</p> <ul style="list-style-type: none"> <li>• suffixes to form new words (-ful, -er, -ness)</li> </ul>

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	<i>reading comprehension and writing.</i>		the park” and “I went to the shop”?  Develop communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.		Sequencing sentences to form short narratives  Separation of words with spaces.  Use capital letters for names and pronoun 'I'.	<ul style="list-style-type: none"> <li>• sentence demarcation</li> <li>• commas in lists</li> <li>• apostrophes for omission &amp; singular possession</li> </ul>
<b>Punctuation</b>	<i>Punctuation means breaking apart a piece of text using spaces and symbols known as punctuation marks. Punctuation is an essential part of writing because it helps to make a piece of text easier for a reader to understand.</i>	Knows that the marks they make are of value  Begins to understand the cause and effect of their actions in mark making	Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.	Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
<b>Grammatical Terminology</b>	<i>Grammatical concepts range from simple subject-verb agreements to syntactically complex structures.</i>	<i>Picture word</i>	<i>Picture Word Letter</i>	<i>Picture Word Letter Capital letter Full stop Sentence</i>	<i>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</i>	<i>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</i>