

**High Ercall Primary School
Progression in writing**

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Subject Lead: Lauren D’Angelillo

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Curriculum Intent: At High Ercall we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. The writing curriculum is clearly sequenced to develop substantive knowledge. We want pupils to acquire a wide vocabulary; a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. The writing curriculum is clearly sequenced to develop disciplinary knowledge. We know that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement, and that of others, in all pieces of writing, editing their work effectively during and after the writing process. We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to support the skills being taught in school. It is essential that by the end of their time at High Ercall in Year 6, our pupils can write with confidence, and enjoyment for a range of writing purposes, to use their knowledge and skills in any subject in their secondary education. It is also essential for us that our children have developed the knowledge of a range of genre, to write for entertainment as well as for information, and through this use a wide vocabulary which they can apply to all subjects. In this, reading and writing are intrinsically linked.

Curriculum Expectations: We follow the National Curriculum expectations for writing and expect that our pupils will have met or exceeded the expected standards for Year 6 pupils. Our writing targets extend to expectations in Year 7, both nationally and for our local feeder schools, to support transition into secondary school. We expect our children to develop the substantive knowledge in writing (transcription and composition) progressively as they move through school. Phonics is taught systematically through from Reception, and this supports the development of phonological skills within spelling, as well as recognising and spelling key words. There are clear expectations set out in the curriculum for each year group, and targets set across school. By Year 6 we also expect our children to be able to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. This is built into our writing curriculum and targets for the children.

Links with reading and writing	Reading a text, appropriate in age and content	Links to school key drivers	Resilience: Planning, writing, editing, peer collaboration all require resilience and perseverance. Work in peers is a good opportunity to develop skills, in a supportive way.
	Analysing a text studied in terms of structure and language		
	Studying, learning, practising grammatical and vocabulary skills		
	Short writing composition tasks to respond to reading and learning		
	Planning a longer piece		
	Draft first piece		
	Evaluate through proofread and edit peer or self		
Re-draft in short or longer sections depending on age / ability			Outdoor Learning: Use of the outdoor space as stimulus for all different writing purposes. Make links too across the curriculum.
			Diversity: Use reading models from a range of themes, backgrounds, characters to support writing. Include other stimuli for writing which will include opportunities for writing about other cultures.

	EYFS	Year 1	Year 2
Text Structure Fiction	<p>Fiction: To entertain Expected:</p> <p>1. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG comprehension)</p> <p>Once upon a time First / Then / Next Finally,.....happily ever after</p> <p>2. Invent, adapt and recount narratives and stories with peers and teachers. (ELG Im and Ex)</p>	<p>Fiction: To entertain Expected:</p> <p>1. Write a sequence of sentences so writing makes sense</p> <p>Introduce:</p> <p>2. Planning Tools: Story map / story mountain</p> <p>3. Plan opening –</p> <ul style="list-style-type: none"> • character(s) • setting • time of day or type of weather <p>4. Understanding - 3 parts to a story using pictures and modelling:</p> <ul style="list-style-type: none"> • Opening: Once upon a time... • Event: Suddenly,.. / Unfortunately,... • Ending: Finally,.... 	<p>Fiction: To entertain Expected:</p> <p>1. Secure use of planning tools: Story map / story mountain / story grids/ ‘Boxing-up’ grid</p> <p>2. Plan opening around character(s), setting, time of day and type of weather</p> <p>Introduce:</p> <p>3. Understanding and use 5 parts to a story with more complex vocabulary:</p> <ul style="list-style-type: none"> • Opening e.g. In a land far away.... One cold but bright morning..... • Build-up e.g. Later that day • Problem / Dilemma e.g. To his amazement • Resolution e.g. As soon as

	<p>Introduce:</p> <ol style="list-style-type: none"> 3. Planning Tool –Story map /story mountain 4. Whole class retelling of story 5. Understanding of beginning/ middle / end 6. Use within verbal retelling – but...so... 		<ul style="list-style-type: none"> • Ending e.g. Luckily, Fortunately. Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.
<p>Text Structure Non-Fiction</p>	<p>Non-fiction: To inform Expected:</p> <ol style="list-style-type: none"> 1. Write simple factual sentences based around a theme and using taught vocabulary 2. Verbalise and write names, captions and labels using taught vocabulary 3. Participate in a small group, class or 1:1 offering own ideas using introduced vocabulary (ELG Sp) 4. Offer explanations as to why things happen – using vocabulary from stories, non-fiction, poetry (ELG Sp) <p>Introduce:</p> <ol style="list-style-type: none"> 5. Factual writing closely linked to a story 6. Lists 7. Diagrams 8. Message 	<p>Non-fiction: To inform Expected:</p> <ol style="list-style-type: none"> 1. Writing a sequence of sentences so writing makes sense <p>Introduce:</p> <ol style="list-style-type: none"> 2. Planning tools: text map / washing line 3. Title 4. Introduction - Opening factual statement 5. Middle section(s) - Simple factual sentences around a theme 6. Ending – Final sentence 7. Simple Instructions 	<p>Non-fiction: To inform Expected:</p> <ol style="list-style-type: none"> 1. Secure use of planning tools: Text map / washing line / ‘Boxing –up’ grid 2. The consistent use of present tense versus past tense throughout texts 3. Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) <p>Continue from Year 1 and introduce:</p> <ol style="list-style-type: none"> 4. Introduction: <ul style="list-style-type: none"> • Title • Opening question 5. Middle section(s): <ul style="list-style-type: none"> • Group related ideas / facts into paragraphs • Sub headings to introduce sentences /paragraphs • Use of lists – what is needed / lists of steps to be taken 6. Ending <ul style="list-style-type: none"> • Make final comment to reader: Extra tips! / Did-you-know? Facts / True or false?
<p>Substantive knowledge Sentence level</p>	<p>Expected:</p> <ol style="list-style-type: none"> 1. Say the meaning of marks made 2. Write simple phrases and sentences which can be read by others (ELG write) 3. Say a simple sentence, write and read it back to check it makes sense. 4. Write short sentences with words with known letter-sound correspondence using a capital letter and full stop. (Lit) 5. Express ideas in full sentences including past, present and future and making use of conjunctions with modelling and support (ELG Sp) <p>Introduce:</p> <ol style="list-style-type: none"> 6. Simple Conjunction: and but because 7. Repetition for rhythm in stories: e.g. He walked and he walked 8. Repetition in description e.g. a lean cat, a mean cat 	<p>Expected:</p> <ol style="list-style-type: none"> 1. Simple sentences e.g. I went to the park. The castle is haunted. Jumping is fun! 2. Conjunctions: and but so because when <p>Introduce:</p> <ol style="list-style-type: none"> 3. Types of sentences: Statements / Questions / Exclamations 4. -‘ly’ openers: Fortunately,...Unfortunately, Sadly,... 5. Noun openers: Dragons love children! 6. Embellished simple sentences using adjectives e.g. <ul style="list-style-type: none"> • The giant had an enormous beard. • Red squirrels enjoy eating lovely nuts. 7. Compound sentences using conjunctions (coordinating conjunctions) and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats. 8. Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon 	<p>Expected:</p> <ol style="list-style-type: none"> 1. Types of sentences: Statements / Questions / Exclamations / commands 2. Compound sentences using connectives (coordinating conjunctions) and/or/ but/so 3. Additional subordinating conjunctions: while, when, that, if, until 4. Expanded noun phrases: the blue butterfly, plain flour <p>Introduce / consolidate from Y1:</p> <ol style="list-style-type: none"> 5. List of 3 for description with a comma: <ul style="list-style-type: none"> - He wore old shoes, a dark cloak and a red hat. 6. Also as openers: While... When... Where... 7. -‘ly’ openers: Fortunately,...Unfortunately, Sadly,... , carefully 8. Noun sentence openers 9. Embellished simple sentences using adjectives and adverbs e.g. <ul style="list-style-type: none"> • The small boys peeped inside the dark cave. • Tom quickly ran down the steep hill. 10. Complex sentences: Use of ‘who / which’ (relative clause) – commas not used <ul style="list-style-type: none"> • Sam, who was lost, sat down and cried. • The fire, which started in Puddling Lane, spread quickly.

<p>Substantive knowledge</p> <p>Word / Language</p>	<p>Introduce / model correct use of verbally:</p> <ol style="list-style-type: none"> Determiners: the / a, my, your, an, this, that, his, her, their, some, all Prepositions: up, down, in, into, out, to, onto adjectives e.g. old, little, big, small, quiet simple plurals Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG Sp) 	<p>Expected:</p> <ol style="list-style-type: none"> Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. –ing, -ed, -er, -est) How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) Phoneme / grapheme <p>Introduce and use correct vocabulary:</p> <ol style="list-style-type: none"> Prepositions: inside outside towards across under Adjectives to describe e.g. The old house... The huge elephant... Alliteration e.g. dangerous dragon, slimy snake Similes using as....like... e.g. as tall as a house, as red as a radish Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash... <p>Continue verbal model:</p> <ol style="list-style-type: none"> Determiners: the a my you a an this that some all 	<p>Expected:</p> <ol style="list-style-type: none"> Prepositions: inside outside towards across under Two adjectives to describe a noun: The scary, old woman How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) Suffixes: -ness, -er, -ful, -less, -est, -ly Apostrophes for contraction and their meaning: can't, I'll, I'm etc. <p>Introduce / consolidate:</p> <ol style="list-style-type: none"> Apostrophes for possession – singular Determiners: the a my your an this that his her their some all lots of many more those these Alliteration: dangerous dragon, slimy snake Similes using as....:as tall as a house, as red as a radish Adverbs for description: The snow fell gently Adverbs for information: Lift the pot carefully
<p>Substantive Knowledge</p> <p>Punctuation</p>	<p>Introduce:</p> <ol style="list-style-type: none"> Finger spaces Full stops Capital letters 	<p>Expected:</p> <ol style="list-style-type: none"> Capital Letters: Capital letter for names, Capital letter for the personal pronoun I Full stops Finger spaces Question marks Exclamation marks <p>Introduce:</p> <ol style="list-style-type: none"> Speech bubble Bullet points 	<p>Expected:</p> <ol style="list-style-type: none"> Capital Letters: all uses Full stops Finger spaces Question marks Exclamation marks Commas in a list Apostrophes for contraction and singular possession <p>Introduce / consolidate:</p> <ol style="list-style-type: none"> Speech bubble Bullet points Speech marks / inverted commas
<p>Substantive knowledge</p> <p>Handwriting</p>	<p>Expected:</p> <ol style="list-style-type: none"> Use core strength to achieve a good posture (PD) Develop fine motor skills to use pencils for drawing and writing (PD) Develop foundations of a handwriting style which is fast, accurate and efficient (PD) Write recognisable letters, most of which are correctly formed (ELG Lit) Hold a pencil effectively in preparation for fluent writing – using the tripod grip for almost all children (ELG PD) 	<p>Expected:</p> <ol style="list-style-type: none"> Sitting letters on the line. Even sizing of letters. Clear difference between capital and lower case Begin and end letters correctly Begin to form lower case letters correctly. <p>Begin</p> <ol style="list-style-type: none"> Formation as cursive script Beginning to join some words legibly 	<p>Expected:</p> <ol style="list-style-type: none"> Form capital letters, lower case letters and digits of the correct size and orientation Form letters with the correct relationship to each other Use spacing between words that reflects the size of letters Most letters will be correctly joined using cursive script
<p>Substantive Knowledge</p> <p>Spelling</p>	<p>Expected:</p> <ol style="list-style-type: none"> Plausible phonetic attempts at letters, including phase 2 and phase 3 phonemes. Use of initial sound for spelling new words. Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG wr) 	<p>Expected:</p> <ol style="list-style-type: none"> Letters and sounds – phase 5 Spell many words with correct graphemes from this phase. Use phonetically plausible attempts with other words. Spell some common exception words using Y1/2 list. 	<p>Expected:</p> <ol style="list-style-type: none"> Letters and sounds – phase 6 Spell many words with correct graphemes. Use phonetically plausible attempts with other words. Spell many common exception words using Y1/2 list.

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