



St Francis' 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 2021 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



- ⊕ Make connections between the features of their family and other families.














































3-4 YEARS
































- ⊕ Begin to make sense of their own life-story and family's history.

RECEPTION

- ⊕ **Writing** Children at the expected level of development will: - Write recognisable letters, most of which are

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

			relationships of time and cause  To use powerful synonyms and verbs			
Punctuation	 Evidence of capital letters, Full stops, Question marks, Exclamation marks  Capital letters for names and personal pronoun 'I'  Plurals- er  Suffixes- ing/ed  Prefixes- un	 Correct and consistent use of capital letters  Full stops  Question marks  Exclamation marks  Apostrophe for omission (contractions)  Introduction of speech marks  <i>Commas in a list</i>  <i>Apostrophes for possession</i>	 Correct use of speech marks for direct speech  Use apostrophes for omission correctly-contractions  Use capital letters for abbreviations	 Apostrophe for singular and plural possession  Commas after fronted adverbial  Use commas to mark clauses	 Commas to clarify meaning or avoid ambiguity within a sentence  Link clauses in sentences using a range of subordinating and co-ordinating conjunctions  Punctuate speech correctly when the speaker is identified at the beginning and end  Use apostrophes for singular and plural possession  Demarcate parenthesis using brackets, commas and dashes  Demarcate complex sentences using commas to clarify meaning	 Semi colon, colon, dash to mark boundary between independent clauses  Correct punctuation of bullet points  Hyphens to avoid ambiguity  Full range of punctuation matched to requirements of text type  To use ellipsis

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

<ul style="list-style-type: none"> 🌱 Spell words using the 40+ phonemes already taught including making phonically plausible attempts at more complex words 🌱 Divides words in syllables 	<ul style="list-style-type: none"> 🌱 Segment spoken words into phonemes and represent these by graphemes, spelling many correctly 🌱 Learn new ways of spelling phonemes for one or more spellings already known 🌱 Learn to spell common exception words 🌱 Add suffixes- ness, er, ment, ful, less, er, est and ly 	<ul style="list-style-type: none"> 🌱 Use prefixes- dis, mis, re 🌱 Use suffixes- ly, ous and understand how to use them 🌱 Spell homophones and near homophones 🌱 Spell words containing ou 🌱 Spell words ending ure 🌱 Spell words with ei, eigh and ey 🌱 Identify and spell irregular past tense verbs 🌱 Identify and spell irregular plurals 🌱 Use the first two letters of a word to check the spelling in a dictionary 🌱 Spell words from the Year 3 list 🌱 Handwriting: Legible, joined handwriting 	<ul style="list-style-type: none"> 🌱 Use prefixes- in, im, ir, sub, inter, super, anti, auto 🌱 Use suffixes- ation, tion, ssion, cian 🌱 Investigation what happens to words ending in f when suffixes are added 🌱 Spell words containing ch but 'k' sound 🌱 Spell words containing ch 🌱 Spell words ending with gue/que 🌱 Spell words beginning sc 🌱 Understand how diminutives are formed using mini/micro etc 🌱 Investigate how nouns and adjectives can be made into verbs using suffixes 🌱 Use the first two letters of a word to check the spelling in a dictionary 🌱 Spell words from the Year 4 list 🌱 Handwriting: Legible, joined handwriting of consistent quality 	<ul style="list-style-type: none"> 🌱 Investigate verb prefixes- dis, re, pre, mis, over 🌱 Spell words ending in ant, ance, ancy, ent, ence, ency 🌱 Spell words with ible, able 🌱 Spell words with ably, ibly 🌱 Spell words with the l sound, ei after c 🌱 Spell words containing ough 🌱 Spell suffixes- al, ary, ic 🌱 Spell suffixes ate, ise, ify to convert nouns and adjectives into verbs 🌱 Spell words with silent letters 🌱 To spell unstressed vowels in polysyllabic words 🌱 Develop self-checking and proofreading strategies 🌱 Spell words they have not been taught by applying their understanding 🌱 Use the first 3/4 letters of a word to check spelling/meaning in a dictionary 🌱 Use a thesaurus 🌱 Spell words from the Year 5 list 🌱 Handwriting: Legible and fluent style 	<ul style="list-style-type: none"> 🌱 Spell endings cious, tious 🌱 Spell endings ial 🌱 Add suffixes beginning with vowels to words ending in fer 🌱 Use hyphen correctly 🌱 Use prefixes- bi, tele, trans, circum 🌱 Distinguish between homophones and other words that are confused 🌱 Identify root words, derivations and spelling patterns to support spelling 🌱 Develop self-checking and proofreading strategies including using a dictionary/thesaurus 🌱 Spell words from Year 6 list 🌱 Handwriting: Legible, fluent and personal style 	
<p>Handwriting:</p> <ul style="list-style-type: none"> 🌱 Correct formation of lower case - finishing in the right place 🌱 Correct formation of capital letters 🌱 Correct formation of digits 🌱 Have clear ascenders and descenders <p><i>Evidence of diagonal and horizontal strokes to join</i></p>						

Coverage YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 and 2 Narrative - Blue Non-fiction- purple Poetry- orange	Stories by the same author. Narrative based on a model text. Non- chronological report Poem on a theme-	Traditional Tales with a Twist Instructions Letter	Traditional tales Recount Invitation	Narrative based on model text with innovation of character(s) and setting. Comic books Instructional writing Traditional rhymes	Stories with Familiar Settings Non-fiction Texts: Booklets Poetry: Pattern and Rhyme- Traditional Rhymes	Stories with Fantasy Settings Recounts Fairy Tales and Plays Poems for Learning by Heart
Year 3 and 4 Narrative - Blue Non-fiction- purple Poetry- orange	Fables, Myths and Legends Performance Poems: Structure Persuasion: Letters	Folk Tales Biographies Instructions	Story as a theme, with familiar settings Poems as a theme Discussion	Novel Diaries	Stories with a theme – imaginary world Poems with a structure (shape poetry) Information booklets	Stories with Historical Settings Debate and Persuasive texts Poems on a theme
Year 5 and 6 Narrative - Blue Non-fiction- purple Poetry- orange	Fiction Non-fiction (Fact file) Biography Narrative	Stories with historical settings Films and play scripts Classic narrative poetry. Instruction writing	Science Fiction Information booklets Shakespeare Film Narrative	Detective / crime fiction Report Writing Journalistic Writing Newspaper report Short Stories with Flashbacks	Explanation text Poetry Narrative Authors and Texts	Myths Reports Poems with figurative language Play scripts

Coverage YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 and 2 Narrative -Blue Non-fiction-purple Poetry-orange	Instructions Poems on a theme Stories with familiar settings	Non-chronological reports Stories with familiar settings Labels, lists and captions	Traditional stories Recount Sensory Poems	Stories from a range of cultures/Stories with predictable and patterned language Explanations	Information texts Poetry-Shape	Extended stories/Significant authors Newspaper report
Year 3 and 4 Narrative -Blue Non-fiction-purple Poetry-orange	Explanation texts Narrative Script based on a film - Dangle by British Film Institute.	Classic Narrative Poetry exploring form Language Play Recount: Newspapers	Stories which raise Issues and dilemmas Persuasion Discussion/debate	Novel as a Theme Non-chronological Reports	Classic Poetry Mystery / Adventure / Fantasy Stories Explanations	Play script based on a film Non-Chronological reports
Year 5 and 6 Narrative -Blue Non-fiction-purple Poetry-orange	Myths and Legends from the British Isles Persuasion	Classic fiction Poetry – Songs and Lyrics Persuasion: A Formal Review Stories from other cultures	Older literature Information text hybrid Poems with imagery	Novel as a theme Magazine: information text hybrid Biographies	Story told with flashbacks Balanced argument/ debate Written response to the poem in another text type and form, e.g. newspaper report, series of diary entries, cartoon strip	Novels by significant children's authors Autobiography (fictional character) Poems based on a theme