

“If you want to be a writer you must do two things above all others: read a lot and write a lot.”

Stephen King

Our vision for writing

By the time children leave our Early Years they will be a 'Wow Writer', able to "Fred Talk" words, label drawings and write short captions.

By the time children leave Key Stage 1, our children will be able to use their imagination, creativity and voice to share their ideas and express themselves on paper.

By the time children leave our school in Year 6, they will be able to use their imagination and creativity to plan, draft, compose and edit their own writing based on their experiences and literature that they read.

Above all, we aim for all children to be able to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.

Early Years

Before children can write, they need to develop physical core strength and dexterity by developing both fine and gross motor skills. This, alongside building language and supporting communication through stories and nursery rhymes, helps our youngest children develop and learn. However, Writing is not just about the technical aspects of the process. As a writer, we encourage children to engage with the act of writing, be motivated to communicate their ideas, and think about what those ideas might be and how to share them.

Year 1 - Year 6

At PSJ Primary, we have adopted "The Write Stuff" by Jane Considine to bring clarity to the mechanics of writing. "The Write Stuff" follows a method called "Sentence Stacking" which refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. An individual lesson is based on a sentence model, broken into 3 learning chunks. Each learning chunk has three sections:

1. Initiate section – a stimulus to capture the children’s imagination and set up a sentence.
2. Model section – the teacher closely models a sentence that outlines clear writing features and techniques, thinking out loud to model the writing process.
3. Enable section – the children write their sentences, following the model. They then change aspects of the writing, drafting, editing and improving their own pieces of work.

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Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk. "The Write Stuff" uses three essential components to support children in becoming great writers

The three zones of writing :-

- IDEAS - The FANTASTICs uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.
- TOOLS - The GRAMMARISTICS. The grammar rules of our language system and an accessible way to target weaknesses in pupils' grammatical and linguistic structures.
- TECHNIQUES - The BOOMTASTICs which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual.

Range of writing from R-Y6

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
R	Drawing club- Colour Monster Little Red hen Bag Puss	Drawing club-TBC	Drawing club-TBC	Drawing club-TBC	Drawing club-The Enormous Turnip	Drawing club-TBC
Y1	Writing to entertain: Retell a story Writing to entertain: Write a poem about 'me' and the senses. (Science and PSHE link)	Writing to entertain: Toys from the Past - Information text Writing to inform: recount of Welly Walk (Science link)	Writing to entertain: Character description - Stone Girl Bone Girl (History link: The Big Dig) Narrative story Writing to inform: Letter - Dinosaur Lady (History link: The Big Dig)	Writing to entertain: Narrative story Writing a poem Writing to inform: Fact file about an animal (Science link)	Writing to entertain: Narrative story Writing to inform: Recount - Fruit tasting (Science link: Plants)	Writing to entertain: Diary entry - The Magic Paintbrush (Geography link: Hong Kong) Writing to inform: Instructions - How to grow a bean plant (Science link) Writing to persuade: A letter to the school kitchen (DT link) Writing to entertain: Narrative story

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Y2	Fiction: The Building Boy Non-fiction (Instructions): How to Make a Remembrance Wreath	Fiction: My Christmas Star Non-fiction (postcard): Meerkat Christmas	Fiction: The Crow's Tale Non-fiction (non-chronological report): Hibernation	Fiction: The Owl Who Was Afraid of the Dark Non-fiction (diary): Great Fire of London	Fiction: George and the Dragon Non-fiction (letter): This Is How We Do it	Fiction: Stardust Non-fiction (poetry): If I Were in Charge of the World
Y3	Narrative - Blue Umbrella (3.5 Weeks) Non Fiction - Instructions: My Strong Mind (2 Weeks)	Narrative - Star in a Jar Non-Fiction - Persuasive Post: Christmas Dessert Social Media Post	Narrative - Stone Age Boy Non-Fiction- Explanation: Street beneath my feet	Narrative - The magic paintbrush Non Fiction: Holiday brochure - Skara Brae	Narrative - The happy prince Non Fiction - Letter: The Gardener	Narrative - Theseus and the minotaur Non-fiction - Non-Chronological Report: Skeletons and Muscles
Y4	Narrative Charlie and the Chocolate factory- MP Non-fiction Newspaper report -the creature -MP	The River (poetry) Balanced argument: should we feed animals in parks?	Narrative The Whale Non-fiction biography Nikola Tesla	Persuasive writing- holiday brochure	Narrative The feast Non-fiction - Diary - Journal of Iliona A Young Slave	Narrative The BFG Persuasive advert- an alternative to straws
Y5	Other: Diary Entry: Scott of the Antarctic Narrative: The Nowhere Emporium	Narrative: I believe in Unicorns Other: Poetry: The Most Dangerous Animal in the World	Narrative: TBC after assessing children's needs. Other: Persuasive Letter: Kick	Narrative: TBC after assessing children's needs. Other: Journal: Mars Transmission	Narrative: The Present Other: Speech: Refugees	Narrative: The Fantastic Flying Books of Mr Morris Lessmore Other: Discussion
Y6	Paperman Walt Disney animation (romantic novel) Newspaper- Mt Vesuvius eruption	Fiction- Hansel and Gretel- finish the ending. Non-fiction- persuasive letters to Harrods.	Fiction- The Graveyard Story. Non-fiction- Persuasive speech	Fiction- Kensuke's Kingdom Non-fiction- Non-chronological report based on children in History.	TBC based on assessment and moderation	TBC based on assessment and moderation

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Summary of key knowledge and vocabulary that we teach within each year group

		<i>EYFS N & R</i>	<i>KS1 1 Year 1 and Year 2</i>		<i>LKS2 Year 3 and Year 4</i>		<i>UKS2 Year 5 and Year 6</i>		
Planning	Non-narrative	Plan by talking about ideas	Retelling a known story Drawing club Plan through drawing	Plan by talking about ideas	Plan by talking about ideas and vocabulary	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y3 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y4 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y5 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y6 expectations)
		Record ideas	Plan through single words or phrases Plan through rehearsing sentences	Model recording ideas during a whole class planning lesson using hoops, pictures and whiteboard to plan out ideas. Record ideas e.g. through graphic organisers (different types depending on the text).	Model recording ideas during a whole class planning lesson using hoops, pictures and whiteboard to plan out ideas. Record ideas graphic organisers (different types depending on the text).	Record and note ideas e.g. graphic organisers (different types depending on the text) or , 'boxing up' frames	Record and note ideas e.g. graphic organisers (different types depending on the text) or , 'boxing up' frames	Record and note ideas e.g. graphic organisers (different types depending on the text) or , 'boxing up' frames Children begin to think about how they will group and organise their ideas.	Record and note ideas e.g. graphic organisers (different types depending on the text) or 'boxing up' frames Children have freedom over how they will group and organise their ideas. For example, organising paragraph themes for a non-chronological report.
	Narrative	Orally rehearse sentences before writing	Orally rehearse sentences before writing	Orally rehearse sentences before writing	Compose and rehearse sentences orally before writing, including dialogue	Compose and rehearse more complex sentences orally, including dialogue, before writing			
Composition		Story	Orally sequence sentence into a short story.	Beginning or end of narrative signalled, e.g. one day. Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf	Sentences organised chronologically indicated by time related words, e.g. finally. Divisions in narrative may be marked by sections/paragraphs.	Time and place are referenced to guide the reader through the text, e.g. in the morning. Organised into paragraphs, e.g. When	Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in	Sequence of plot may be disrupted for effect, e.g. flashback. Opening and resolution shape the story. Structural	The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for the central character.

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		<p>Drawing club character day 1 develop ideas around a character and day 2 setting. develop ideas around the setting Twist on the given plot form own narrative based on original story</p>	<p>was hiding. Written in the appropriate tense, (mainly consistent) e.g. Goldilocks was...</p> <p>Plot Sequence their own sentences to form simple narratives</p> <p>Settings Sequence their own sentences to form simple non-fiction texts e.g. reports, recounts, instructions</p>	<p>Connections between sentences make reference to characters, e.g. Peter and Jane/they. Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting.</p> <p>Plot Create simple plots in narratives e.g. with a clear beginning, middle and end</p> <p>Setting Create simple settings in narratives e.g. telling the reader where the story takes place</p>	<p>she arrived at the bear's house. Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.</p> <p>Plot Create and describe plots in narratives e.g. developing the problem</p> <p>Settings Create and describe settings in narratives e.g. using precise nouns and adverbs to provide information for the reader</p> <p>Character Create and describe characters in narratives e.g. using interesting adjectives (The frightened boy. The lonely, old man.)</p>	<p>mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.</p> <p>Plot Create and expand plots in narratives e.g. describing the cause and effect of events; providing more detail</p> <p>Settings Create and expand settings in narratives e.g. describing characters' reactions to the setting; using expanded noun phrases</p> <p>Character Create and expand characters in narratives e.g. using expanded noun phrases (The terrified boy with trembling hands.)</p>	<p>Features of narrative are included, e.g. repetition for effect. Paragraphs varied in length and structure. Pronouns used to hide the doer of the action, e.g. it crept</p> <p>Plot Control more complex plots e.g. using foreshadowing; use of pace and time; using chapters</p> <p>Settings Develop settings and atmosphere in detail e.g. using parentheses (the forest was terrifying – bleak and foreboding – yet he walked onwards.) Modal verbs (Tom knew he shouldn't have gone into the forest.)</p> <p>Character Develop characters in detail e.g. through using dialogue to convey character; describing characters' reactions to events</p>	<p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p> <p>Plot Control and maintain more complex plots e.g. flashback stories; multiple viewpoints; pathway stories</p> <p>Setting Develop settings and atmosphere in detail e.g. passive voice (the trees towered over him menacingly). Use of the subjunctive (If he were to have known what the forest was like, he would never have entered)</p> <p>Character Develop characters in detail e.g. using dialogue to convey character; developing relationships between characters; using question tags (Tom can be trusted, can't he?)</p>
	<p>Explanation</p>		<p>Ideas grouped together for similarity. Written in the present tense. Begin to use formal and technical vocabulary.</p>	<p>Brief introduction and conclusion. Written in the appropriate tense. Main ideas organised in groups.</p>	<p>Clear title and introduction. Organised into paragraphs shaped around a key topic sentence. Use formal and technical vocabulary.</p>	<p>Revisit the use of formal and technical vocabulary. Introductory paragraph outlines what is going to be explained. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly into key ideas. Subheadings</p>	<p>A clear and well crafted title. Revisit the use of formal and technical vocabulary. Introductory paragraph outlines clearly what is going to be explained. Description of the phenomenon is technical and accurate.</p>	<p>Revisit the use of formal and technical vocabulary. The overall explanation of the chosen topic is well constructed and answers the reader's questions. The writer understands the impact and thinks about further questions</p>

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						are used to organise information. E.g. sections of the river, body parts, layers of earth.	Generalised sentences are used to categorise and sort information for the reader. Purpose of the text is to inform the reader	that this explanation text may raise. Information is prioritised according to importance and captivates the reader.
	Recount	Orally rehearse through show and tell and weekend news.	Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants, e.g. I, we.	Brief introduction and conclusion. Written in the past tense, e.g. I went..., I saw... Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	Developed introduction and conclusion including elaborated personal response. Descriptions of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount is an experience revealing the writer's perspective.	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply
	Letter	Sorry letters, Familiarity through books. Opportunities in continuous provision. Mothers day cards, Christmas, Easter etc	Ideas grouped in sentences in time sequence.	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words	Clear introduction. Points about the visit/issue. Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. All letter layout features included.	Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritised information. Purpose of letter is clear and transparent for reader. Formal language used throughout to engage the reader.	Letter well-constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.
	Persuasion		Ideas are grouped together for similarity. Writes in first person	Brief introduction and conclusion. Written in the present tense. Main ideas organised in groups.	Clear introduction. Points about subject/issue. Organised into paragraphs. Subheading used to organise texts.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised

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							thinks about the response. Information is prioritised according to the writer's point of view.	information. Viewpoint is transparent for reader. Emotive language used throughout to engage the reader.
	Biography	Autobiography Family artefacts.	Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants, e.g. I, we	Brief introduction and conclusion. Written in the past tense, e.g. He went... She travelled... Main ideas organised in chronological order using connectives that signal time.	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount is an experience revealing the writer's perspective.	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.
	Non-Chronological Reports		Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Main ideas organised in groups	Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of subheadings.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly into key ideas. Subheadings are used to organise information. E.g. Qualities, body parts, behaviour.	Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalised sentences are used to categorise and sort information for the reader. Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply

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	Balanced Argument		Ideas are grouped together for similarity. Writes in first person.	Brief introduction and conclusion. Written with an impersonal style. Main ideas organised in groups.	Clear introduction. Points about subject/issue. Organise into paragraphs. Subheading used to organise texts	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader. Emotive language used throughout to engage the reader.	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.
	Newspaper		Ideas grouped in sentences in time sequence. Attempts at third person writing. e.g. The man was run over. Beginning describes what happened.	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	Clear introduction. Points about the visit/issue. Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline.	Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration	Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.	Newspapers are well-constructed that answer the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns.
	Poetry	Poetry, Rhyming			Write simple poetry e.g. list and rhyming poems	Write simple poetry e.g. list and rhyme	Write free verse poetry, focusing on the meaning e.g. writing poems without a rhyming structure	Write free verse poetry of increasing complexity, with a specific purpose e.g. narrative poems; poetry to provoke empathy in the reader or make them think about an issue

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Grammar, Vocabulary and Punctuation	noun phrases		Use the names of people, places and things e.g. dragon, castle, butterfly	Use noun phrases to describe and specify people, places and things e.g. ugly dragon; old castle; beautiful butterfly	Use noun phrases appropriately in a range of text types to clarify and add detail e.g. ancient castle, turquoise butterfly, rickety bridge	Use noun phrases expanded by modifying adjectives e.g. Tom was fairly scared as he entered the forest Use noun phrases expanded by prepositional phrases e.g. The vicious troll under the extremely rickety bridge.	Use expanded noun phrases precisely to add detail across a piece of writing e.g. He scampered up the dangerous path, avoiding the traps beneath his feet. The South China Sea contains numerous shrimp, croaker and large shoals of tuna.	Use expanded noun phrases across writing to convey complicated information concisely e.g. He scampered cautiously up the dangerous track, avoiding the traps and dangers lurking beneath his nervous feet. Within the South China Sea a variety of fish and aquatic mammals can be found.
	Word Choice		Granny fantastic used to support the collection of interesting vocabulary	use of picture thesaurus and word catching to scaffold the selection of interesting vocabulary	Create interest through the use of appropriate word choices and descriptive phrases e.g. The tree branches reached out in the darkness	Engage the reader through the use of interesting word choices and descriptive phrases e.g. Tom crept cautiously. The twisted tree branches reached out in the darkness	Use precise phrases and vocabulary e.g. The beetle scuttled. Tom uttered his response reluctantly. 'Where will the ceremony be held?' Tom enquired	Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. vocabulary linked to a historical period and style; using dialect; Tom skulked grudgingly along the empty corridor, towards the Head's imposing door
	Adverbs				Use a range of adverbs e.g. before, next, soon, later, firstly and prepositions e.g. in, through, since, across, beneath to express time, place and cause	Use fronted adverbials for effect e.g. Later that morning... Over the brow of the hill... Creeping silently...	Indicate degrees of possibility through the use of adverbs e.g. surely, perhaps, possibly Indicate degrees of possibility through the use of modal verbs e.g. should, could, may, must	Use the passive voice deliberately e.g. The breastbone will be cut during the operation. (Formal) The trees towered over him menacingly. (Creating empathy) The gun had been stolen from the cabinet. (To hide information)

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	<p>Figurative Devices</p>				<p>Use figurative devices such as similes and alliteration e.g. As bright as the sun. The shimmering, shining sun.</p>	<p>Use figurative devices such as similes and hyperbole e.g. The branches stretched out like witch's fingers. He was so tired he slept for days!</p>	<p>Use figurative devices such as metaphors, personification, repetition for effect and allusion e.g. Gnarled fingers stretched out from the tree's trunk.</p>	<p>Use figurative devices such as extended metaphors and colloquialisms e.g. Before long, the musicians were in a duel. Music filled the square, note battling fiercely against note as they fought for attention</p>
	<p>sentences</p>	<p>May use some capital letters or full stops in their writing</p> <p>Uses finger spaces between words</p>	<p>Simple connectives are used to construct simple sentences, e.g. and, but, then, so. Imperative verbs start sentences, e.g., spread, slice, cut. Sentences do not include pronouns and are written impersonally.</p> <p>Conjunction Use the conjunction 'and' to join words e.g. There was a slide and a swing and a roundabout</p> <p>Use the conjunction 'and' to join simple sentences forming compound sentences e.g. I went to the park and it was fun. Tom was playing and he fell over</p>	<p>Imperative verbs are used to begin sentences. Use simple adverbs, e.g. slowly, quickly. Use simple noun phrases, e.g. long stick.</p> <p>Conjunction Use coordinating conjunctions to form compound sentences e.g. or, but, yet, so Use subordinating conjunctions to add extra information e.g. when, if, that, because Write sentences with different forms: statement, question, exclamation, command</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials, e.g. When the glue dries, attach the paperclip.</p> <p>Use a mixture of simple and compound sentences</p> <p>Start to write complex sentences by using a range of conjunctions accurately e.g. forming subordinate clauses by using conjunctions such as, after, when, because</p>	<p>Use an appropriate variety of simple, compound and complex sentences Variation in sentence structures, e.g. While the pastry cooks... As the sauce thickens... Include adverbs to show how often, e.g. additionally, frequently, rarely.</p> <p>Use a wider range of connectives to extend the range of complex sentences e.g. although, while, however</p>	<p>Sentence length varied, e.g. short/long. Wide range of subordinate connectives, e.g. whilst, until, despite</p> <p>Use embedded clauses e.g. Tom, although he was terrified, crept through the.</p> <p>Use relative clauses beginning with who, which, where, when, whose and that e.g. It's a fine day out that everyone will enjoy. Tom, whose heart was beating furiously, ran for his life. Use main and subordinate clauses and move their position in sentences e.g. Although he was terrified, Tom crept through the forest. Tom crept through the forest, although he was</p>	<p>Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. If the temperature gets too high... Complex noun phrases used to add detail, e.g. The golden pastry can be decorated with smaller pastry petals. Prepositional phrases used cleverly, e.g. In the event of overcooking...</p> <p>Use an effective range of sentence structures, including sentences with multiple clauses e.g. Tom crept nervously towards the imposing forest, his breath quickening with</p>

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								<p>each footstep as he edged nearer to his fate.</p> <p>Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths</p>
	Tenses		<p>Generally use the present and past tense accurately</p>	<p>Use the progressive (continuous) form in the present and past tense e.g. I was running/ he was shouting as opposed to the simple forms I ran/ he shouted Use accurate verb/tense e.g. we were not we was and subject /verb e.g. the trees are not the trees is agreement</p>	<p>Use the present perfect form of verbs e.g. He has gone out to play as opposed to He went out to play.</p>	<p>Use past and present tense accurately throughout a piece of writing, including continuous and perfect forms of verbs</p>	<p>Ensure the consistent and appropriate use of tense throughout a piece of writing .e.g. controlling writing where there is a need to switch between tenses</p>	<p>Use the perfect form of verbs to mark relationships of time and cause e.g. They've been staying with us since last week. Scientists have recently discovered a new species.</p>
	Standard English		<p>Write so that other people can understand the meaning of sentences</p>	<p>Use some features of standard written English e.g. understand that the way we write can be different from the way we speak</p>	<p>Consistently use features of standard English and explore when non-standard written English could be used e.g. understand that dialogue can be written using nonstandard features</p>	<p>Control the use of standard and nonstandard English e.g. use a particular non-standard feature to develop characterisation</p>	<p>Distinguish between the language of speech and writing and develop formal language structures for different text types e.g. using modal verbs to indicate possibility within persuasion (It could be argued that...)</p>	<p>Use formal language structures in speech and writing, including the subjunctive and question tags e.g. If you were to proceed with this operation, you should be aware of the potential risks. Surely only a fool would fail to recycle, wouldn't they?</p>
	Punctuation		<p>Proper Nouns Begin to punctuate using a capital letter for the names of people, places, days of the week and I</p> <p>Full stops and Capital Letters</p>	<p>Full stops and Capital Letters Demarcate sentences consistently using full stops and capital letters</p> <p>Commas</p>	<p>Commas Use commas in lists consistently, in fiction and non-fiction e.g. Tom was cold, wet, lonely and wanted to go home. The thick, green canopy gives</p>	<p>Commas Use commas after fronted adverbials e.g. Later during that day, After pouring the milk into the jug</p> <p>Apostrophes</p>	<p>Commas Use commas accurately to demarcate clauses in complex sentences e.g. stopping in one of the few forest clearings, which was now dark and full of danger, Tom</p>	<p>Semi-colons Use semi-colons, colons or dashes to mark boundaries between independent clauses accurately e.g. It was a cold night; the rain had stopped and the ice had started to form. Use a</p>

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			<p>Demarcate sentences using capital letters Demarcate sentences using full stops</p> <p>Question Marks Begin to use question marks</p> <p>Exclamation Marks Begin to use exclamation marks</p>	<p>Use commas in lists e.g. the angry, hungry giant wanted his tea</p> <p>apostrophes Use apostrophes for contracted forms e.g. don't, I'm Use apostrophes for singular possession e.g. Tom's football</p> <p>Question Marks and Exclamation Marks Demarcate sentences consistently using question marks and exclamation marks</p> <p>Contracted Form Use apostrophes for contracted forms e.g. don't, I'm Use apostrophes for singular possession</p>	<p>animals shade from the sun.</p> <p>Apostrophes Use apostrophes for contractions consistently e.g. won't, shouldn't Use apostrophes for singular possession consistently e.g. Tom's football</p> <p>Direct Speech Demarcate direct speech with inverted commas (speech marks) e.g. can use speech marks (other punctuation may be omitted.) 'I'm terrified,' Tom whispered.</p> <p>Apostrophes of Contraction and Possession Use apostrophes for contractions consistently e.g. won't, shouldn't Use apostrophes for singular possession consistently e.g. Tom's football .</p>	<p>Use apostrophes to indicate plural possession e.g. the children's playground; the girls' dormitory</p> <p>Direct Speech Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech e.g. 'I'm terrified,' Tom whispered, do we have to go?'</p> <p>Apostrophes Plural Possession Use apostrophes to indicate plural possession e.g. the children's playground; the girls' dormitory</p>	<p>wondered if he would ever get out alive.</p> <p>Reported Speech Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech e.g. The doctor seemed satisfied with the operation, he said 'she'll be fine,' and that he was confident a full recovery would be made.</p>	<p>colon to introduce a list and semicolons within a list e.g. There are many reasons why fox hunting is barbaric: foxes are harmless creatures; they are always outnumbered; the dead foxes are either turned into trophies or simply discarded</p> <p>Controlled use of Speech Control the use of inverted commas (speech marks) for direct speech, reported speech and quotations.</p> <p>Hyphens Use hyphens to avoid ambiguity e.g. man-eating shark (a shark that eats a man) man eating shark (a man eating a shark) Punctuate bullet points consistently</p> <p>Bullet Points Punctuate bullet points consistently</p>
Spelling	Common Exception Words	Using high frequency words within their writing	Can spell compound words and the Y1 common exception words	Can spell the Y2 common exception words and homophones	Can spell at least half of the Y3/4 common exception words, homophones and words from other origins	Can spell all of the Y3/4 common exception words, homophones and words from other origins	Can spell at least half of the Y5/6 common exception words and homophones	Can spell all of the Y5/6 common exception words and homophones

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	Prefixes and Suffixes	Writes words containing some digraphs Words are phonetically plausible	Can spell verbs ending in -ing, -ed and -er Can spell adjectives ending in -er and -est Can spell words using the prefix -un Can spell plural nouns by adding -s and -es	Can spell words using Y2 suffixes and rules for plurals	Can spell words using some of the Y3/4 prefixes and suffixes	Can spell words using all of the Y3/4 prefixes and suffixes	Can spell words using some of the Y5/6 prefixes and suffixes	Can spell words using all of the Y5/6 prefixes and suffixes
			Can spell words containing the range of Y1 phonemes	Can spell words containing the range of Y2 phonemes	Can use the first 2 letters of a word to check spellings in a dictionary	Can use the first 3 letters of a word to check spellings in a dictionary	Can use the first 3 letters of a word to check spellings and meanings in a dictionary, use a thesaurus.	Can use the first 4 letters of a word to check spellings and meanings in a dictionary. Use a thesaurus
Presentation		Forms most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Forms some capital letters correctly	Form lower-case letters, capital letters and digits 0-9 correctly and understand which letters belong to which family (e.g. tall letters, long letters) Leave spaces between words	Form correctly sized and orientated lowercase letters, capital letters and digits Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined Use spacing between words that reflects the size of the letters	Join letters, deciding which letters are best left unjoined Write in a legible and consistent style	Write in a legible and consistent style, with increased quality and speed Write letters with parallel down strokes and appropriate spacing	Write fluently and legibly with speed and a personal style	Write fluently and legibly with speed and a personal style
Reviewing and Editing	Evaluate		Re-read writing to check it makes sense and make simple changes as necessary e.g. spotting omissions	Evaluate their writing through discussion and make improvements to clarify the meaning and sense e.g. accurate	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. variety of nouns/	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. fronted adverbials;	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g.	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g.

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				verb/tense and subject/verb agreement	pronouns, range of adverbs, sentence structure	expanded noun phrases; variety of sentence structure; use of paragraphing	cohesion within paragraphs; modals, clauses	cohesion within and across paragraphs, passive voice, range of clauses, use of the subjunctive
	Proofread	Reads their work back independently	Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations
	Perform	Nativity Performance, Sharing assembly	Read their own writing aloud clearly	Read their own writing aloud clearly, with appropriate intonation	Read their own writing aloud with appropriate intonation and volume to make the meaning clear	Read their own writing aloud with appropriate intonation volume and tone to make the meaning clear	Perform their own writing using appropriate intonation, volume and movement	Perform their own writing using appropriate intonation, volume and movement and adapt as necessary to engage the audience