

Writing Curriculum Overview

What does Working Towards, Working At and Greater Depth look like at the end of KS1?

Working Towards	Working At	Greater Depth
<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Write sentences that are sequenced to form a short narrative (real or fictional) ✓ Demarcate some sentences with capital letters and full stops ✓ Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others ✓ Spell some common exception words (detailed in the word lists) ✓ Form lower case letters in the correct direction, starting and finishing in the correct place ✓ Form lower-case letters of the correct size relative to one another in some of their writing ✓ Use spacing between words 	<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Write simple, coherent narratives about personal experiences and those of others (real or fictional) ✓ Write about real events, recording these simply and clearly ✓ Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required ✓ Use commas to separate items in a list ✓ Use apostrophes for contraction and singular possession in nouns ✓ Use present and past tense mostly correctly and consistently ✓ Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses ✓ Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others ✓ Spell many common exception words correctly ✓ Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters ✓ Use spacing between words that reflects the size of the letters 	<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing ✓ Make simple additions, revisions and proof-reading corrections to their own writing ✓ Use the punctuation taught at Key Stage 1 mostly correctly ✓ Spell most common exception words correctly ✓ Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) ✓ Use the diagonal and horizontal strokes needed to join some letters.

What does Working Towards, Working At and Greater Depth look like at the end of KS2?

Working Towards	Working At	Greater Depth
<ul style="list-style-type: none"> ✓ Write for a range of audiences and purposes ✓ Use paragraphs to organise ideas ✓ In narratives, describe settings and characters ✓ In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, bullet points) <p>Use the following mostly correctly:</p> <ul style="list-style-type: none"> • Capital letters • Full stops • Question marks • Commas for lists • Apostrophes for contraction <ul style="list-style-type: none"> ✓ Spell most words from the Y3/4 list correctly ✓ Spell some words from the Y5/6 list correctly ✓ Make additions, revisions and proof-reading corrections to their own writing ✓ Use legible handwriting 	<ul style="list-style-type: none"> ✓ Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) ✓ In narratives, develop settings, characters and atmosphere ✓ Integrate dialogue in narratives to convey character and advance the action ✓ Select vocabulary and grammatical structures that reflect what the writing requires mostly correctly (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) ✓ Use a range of cohesive devices (including conjunctions, adverbials, pronouns and synonyms) within and across paragraphs ✓ Use verb tenses consistently and correctly throughout <p>Use the range of punctuation taught mostly correctly:</p> <ul style="list-style-type: none"> • Inverted commas • Commas for clarity • Punctuation for parentheses • Semi-colons • Dashes • Hyphens • Colons <ul style="list-style-type: none"> ✓ Spell most words from the Y5/6 list correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary ✓ Maintain legible, joined handwriting with increasing speed 	<ul style="list-style-type: none"> ✓ Select the appropriate form for the audience and purpose, drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) ✓ Distinguish between the language of speech and writing (e.g. contracted forms, colloquial expressions and informality) and choose the appropriate register ✓ Show control over levels of formality, particularly through manipulating grammar and vocabulary <p>Use the full range of punctuation taught mostly correctly and use such punctuation precisely to enliven meaning and avoid ambiguity:</p> <ul style="list-style-type: none"> • Semi-colons to mark the boundary between independent clauses • Colons to mark the boundary between independent clauses.

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Progression of Skills for the Expected Standard

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	<p>(10.3) Write simple phrases and sentences that can be read by others.</p> <p>(17.2) Invent, adapt and recount narratives and stories with peers and teachers.</p>	<p>Planning</p> <ul style="list-style-type: none"> Plans a sequence of ideas by talking and/or drawing pictures Says out loud what they are going to write about Composes a sentence orally before writing. <p>Draft & Write</p> <ul style="list-style-type: none"> Produce work that can be mostly read and decoded by an adult. Produce own ideas for narrative after modelling Sequences sentences to form short narratives <p>Evaluate and Edit</p> <ul style="list-style-type: none"> Re-reads what they have written to check that it makes sense- with support Reads aloud their writing clearly enough to be heard by their peers and the teacher. Discusses what they have written with the teacher or other pupils. 	<p>Planning:</p> <ul style="list-style-type: none"> Plan, through discussion, key words, including new vocabulary. Plans or says out loud what they are going to write about. <p>Draft and Write</p> <ul style="list-style-type: none"> Write simple coherent narratives about the experiences of themselves or others (real & fictional) Write about real events recording these simply and clearly Write poetry after modelling <p>Evaluate and Edit</p> <ul style="list-style-type: none"> Re-reading to check their writing makes sense Evaluate with teacher and other pupils Read aloud what they have written with appropriate intonation 	<p>Planning:</p> <ul style="list-style-type: none"> plan through discussion, drawing on their reading to inform the vocabulary and grammar of their writing. discuss and record ideas. <p>Draft & Write</p> <ul style="list-style-type: none"> Begin to use paragraphs around a theme. In narratives, begin to create settings characters and plots. In non-narrative, organise writing with a clear structure using headings and sub-headings. <p>Evaluate & Edit</p> <ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences. 	<p>Planning:</p> <ul style="list-style-type: none"> plan effectively and coherently, drawing on their reading to inform the vocabulary and grammar of their writing. Record ideas. <p>Draft & Write</p> <ul style="list-style-type: none"> Use paragraphs around a theme. In narratives, create settings, characters and plots. In non-narrative, use organisational devices where appropriate. <p>Evaluate & Edit</p> <ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences. 	<p>Planning:</p> <ul style="list-style-type: none"> identify the audience and purpose of the writing, selecting vocabulary and grammar structures that reflect what the writing requires. <p>Draft & Write</p> <ul style="list-style-type: none"> Use a wide range of devices within and across paragraphs (see V & G). In narratives, describe settings and characters effectively using stylistic devices. in narratives, develop characters through action and dialogue. in non-narrative, use a range of organisational devices where appropriate. <p>Evaluate & Edit</p> <ul style="list-style-type: none"> propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<p>Planning:</p> <ul style="list-style-type: none"> plan for a range of audiences and purposes, drawing on reading and research. in narratives, consider how authors have developed characters and settings. <p>Draft & Write</p> <ul style="list-style-type: none"> Use a wide range of cohesive devices within and across paragraphs (see V & G). Select vocabulary and grammatical structures that reflect what the writing requires mostly correctly. In narratives, develop settings, character and atmosphere. Integrate dialogue to convey character and advance the action. <p>Evaluate & Edit</p> <ul style="list-style-type: none"> propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
Vocabulary + Grammar	<p>*(3.2) They use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>*(3.3) make use of conjunctions with modelling and support from the teacher.</p> <p>*(2.2) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<ul style="list-style-type: none"> Begins to use interesting and appropriate words, after modelling by teacher Join 2 phrases using (but not limited to) 'and' 	<ul style="list-style-type: none"> Use present and past tense correctly and consistently (including progressive) Use different sentence types (Question, Command, Statement, Exclamation) Use a co-ordinating conjunction (or/and/but) Use a subordinating conjunction e.g. (when/if/that/because) to join clauses Use simple expanded noun phrases using adjectives for description and specification. 	<ul style="list-style-type: none"> Use the present perfect form of verbs instead of the simple past where appropriate. <i>Begin to use wide range of cohesive devices to compose an increasing range of sentence structures:</i> Use a wide range of coordinating conjunctions (or, and, but, so). Use some subordinating conjunctions (when, before, after, while, because) Begin to expand noun phrases with an adjective and a preposition. Fronted adverbials. Use adverbs of time such as then, next, soon, therefore. Use preposition to show time and cause. E.g. before, after, during, in, because of. 	<ul style="list-style-type: none"> Use the correct tense consistently throughout a piece of writing. <i>Use a wide range of cohesive devices within and across sentences:</i> Use a range of coordinating conjunctions (for, and, nor, but, or, yet, so). Use a range of subordinating conjunctions. Use expanded noun phrases. Fronted adverbials with a comma. Use adverbs of time and place. Begin to use a variety of prepositions. Pronouns. 	<ul style="list-style-type: none"> Use the correct tense throughout a piece of writing. Use the correct subject/verb agreement when using singular or plural. Use modal verbs to suggest degree of possibility. <i>Use a wide range of devices within and across paragraphs:</i> Conjunctions. Sentence structure and types, adding phrases and subordinate clauses for precision and detail. Expanded noun phrases with prepositions. A variety of fronted adverbials with a comma. Adverbs of time, place and number. Prepositions, including location of time. Pronouns, including relative pronouns. Relative clauses beginning with who, which, where, when, whose, that. 	<ul style="list-style-type: none"> Use verb tenses consistently and correctly throughout, including the perfect form of verbs. Use passive verbs to affect how information is presented. Use modal verbs to suggest the degree of possibility. Distinguish between the language of speech and writing and choose the appropriate register, including subjunctive forms. <i>Use a wide range of devices within and across paragraphs:</i> See Y5 range of cohesive devices. Synonyms.

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Punctuation		<ul style="list-style-type: none"> ○ Use a full stop at the end of some sentences ○ Use a capital letter at the beginning of some sentences ○ Use spacing between most words ○ Use a capital letter for names of people/ places/days of week and 'I' ○ Show some use of question mark and exclamation mark. 	<ul style="list-style-type: none"> ○ Demarcate most sentences with capital letters and full stops ○ use question marks and exclamation marks when required. ○ Use commas to separate items in a list ○ (Begin to use apostrophes for contractions and singular possession in nouns ○ Use spacing between words that reflects the size of the letters (would this go in handwriting?) 	<ul style="list-style-type: none"> ○ Use the punctuation taught at KS1 (see end of year expectations). ○ To use apostrophes for singular possession. ○ To begin to use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> ○ Use apostrophes for singular and plural possession. ○ Use inverted commas to punctuate direct speech. ○ Use a comma after a fronted adverbial. 	<ul style="list-style-type: none"> ○ Use brackets, dashes or commas to indicate parenthesis and relative clauses. ○ Use commas to clarify meaning or avoid ambiguity. 	Use a range of punctuation: <ul style="list-style-type: none"> ○ Inverted commas. ○ Commas for clarity. ○ Punctuation for parenthesis. ○ Semi colons. ○ Dashes. ○ Hyphens. ○ Colons.
Transcription Spelling	<p>(10.1) Use phonic knowledge to write words in ways which match their spoken sounds</p> <p>(10.2) Write some irregular common words</p> <p>(10.3) Spell words by identifying sounds in them and representing the sounds with a phonetically plausible letter or letters.</p> <p>(10.3) Some words are spelt correctly.</p>	<ul style="list-style-type: none"> ○ Spell regular words correctly ○ Make phonetically plausible attempts at spelling unknown words ○ Use knowledge of alternative GPCs to spell words or alternative spellings of the same sounds ○ Spell many Y1 common exception words ○ Spell words with the suffixes ing, ed, er where no change is made to the root word (for example, in a dictated sentence) ○ Spell words with the prefix un where no change is made to the root word. (for example, in a dictated sentence) 	<ul style="list-style-type: none"> ○ Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetic attempts at others ○ Spell many Y1 and Y2 common exception words correctly ○ Distinguish between some homophones and near homophones ○ Use the suffixes -ment, -ness, -ful, -less, -ly (for example, in a dictated sentence) 	<ul style="list-style-type: none"> ○ To spell homophones and near homophones correctly. ○ To spell many words from the Year ¾ list correctly 	<ul style="list-style-type: none"> ○ To spell homophones and near homophones correctly. ○ To spell most words from the ¾ list correctly. 	<ul style="list-style-type: none"> ○ To spell further homophones and near homophones correctly. ○ To spell many words from the 5/6 list correctly. 	<ul style="list-style-type: none"> ○ Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. ○ To spell most words from the Y5/6 list correctly.
Transcription Handwriting	<p>(4.3) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>(10.3) Write recognisable letters, most of which are correctly formed.</p>	<ul style="list-style-type: none"> ○ Hold a pencil comfortably and correctly ○ Form lower case letters correctly, starting and finishing in the right place ○ Form capital letters correctly 	<ul style="list-style-type: none"> ○ Form lower-case letters of the correct size relative to one another (i.e. ascenders and descenders are used) ○ Form capital letters of the correct size, orientation and relationship to one another and to lowercase letters ○ Use the diagonal strokes needed to join some letters 	<ul style="list-style-type: none"> ○ To use legible, joined handwriting. 	<ul style="list-style-type: none"> ○ To maintain legible, joined handwriting. 	<ul style="list-style-type: none"> ○ To maintain and begin to increase the speed of legible, joined handwriting. 	<ul style="list-style-type: none"> ○ To maintain legible, joined handwriting with increasing speed.

- In EYFS, progression statements marked with an Asterisk are pre-cursors to writing – they are spoken words. Without being able to speak these first, the children would not be able to progress to writing them in Y1.