

Writing Progression at Patrington Primary Academy

At Patrington Church of England Primary Academy our curriculum is designed to: inspire enthusiasm for learning, build on achievement and support pupil well-being and happiness to allow our learners a safe environment within which to flourish.

We follow our Christian Values of Trust, Friendship and Perseverance to strive to ensure that: Everyone Belongs, Everyone Cares and Everyone Tries.

We recognise that we are educating children for an unrecognisable future and in order to be prepared for this we identified the following golden threads which are woven throughout our broad and balanced Curriculum:

Our Golden Threads through our curriculum

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

Find your wonderful - ambition and self worth

Within our inclusive environment our curriculum allows all children to ensure that Equity, Curiosity and Ambition are nurtured.

"And Jesus said to him, If you can? All things are possible to those who believe." Mark 9:23

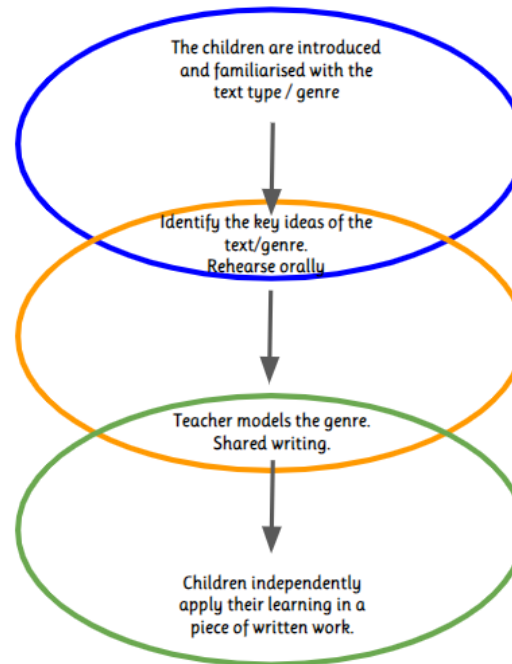
Intent

At Patrington Primary Academy, we live out our curriculum intent in English by fostering children's love for writing through introducing the children to high quality texts full of rich and varied vocabulary.

Our writing lessons enable the children to imitate and rehearse the language orally before they analyse the text and write their own versions. We aim to create real, purposeful and engaging contexts for writing; children have opportunities to work independently, in pairs and in small groups with an adult.

Implementation

To ensure we have an agreed whole-school approach to the teaching of writing based on a range of research, we use the teaching sequence as outlined in the diagram below.



We use a 'Writer-talk' approach in Years 1 to 6 in order to develop our children's ability to retell stories and other texts. We support children in their creative writing, through teaching them how to organise their ideas, choose the most effective vocabulary to be topic specific and memorable and to choose appropriate conventions. There is also much emphasis on spelling, handwriting and grammar as well as composition.

We ensure the teaching of writing is effectively planned, responsive to learners' needs and incorporates all the key elements needed to be a successful writer. We develop success criteria which can be applied across a range of subjects and contexts for real audiences and purposes.

'Writer-talk' is encouraged throughout all phases. This is the articulation of thinking and it also encapsulates the creative processes involved in all stages of the act of writing. It is talk that helps children to think and behave like a writer (and indeed consider themselves to be one). 'Writer-talk' involves externalising these thoughts and making them explicit, through 'reading as a writer' and 'writing as a reader'.

Children's understanding of model texts is introduced and built upon in 3 stages:

Stage 1: In this stage, the children complete the pre-unit independent writing task which allows them to demonstrate what they already know about the chosen genre. In addition, the work produced by the teacher can be used to plan and adapt for the needs of the children for the whole cycle.

Teachers introduce the model text through active engagement and the hook. Children are learning the story by heart through actions supported with 'story maps'. In this stage, children learn the text, look at the vocabulary and sentence structures and they discuss in depth the genre and features of the studied text. The class also creates a checklist which supports the children to include all relevant components of the successful writing in the genre and of studied themes.

Stage 2: In this stage, the children analyse the modelled text and together, as a class, develop their shared text with alterations. Alterations vary from key stage to key stage, and can include: changing the scenery, characters, writing prequel or sequel or introducing flashbacks into the story. The teacher supports the children with writing through modelling high quality writing, grammar and vocabulary and provides ongoing feedback to all children with next steps.

Stage 3: In this stage, the children apply all knowledge and skills learnt in the first two stages in order to develop their own stories. The teacher monitors what the children write and provides feedback where necessary. However, the children are generally expected to independently showcase what they have learnt through the whole cycle.

Impact

Children receive precise and constructive feedback based on the actual work regarding their knowledge and skills and the feedback is directly linked to the learning. Next steps are given to children to further improve or to address misconceptions in order for the children to make better progress during the lesson and over time. We assess the children formally throughout the year and teacher assessment as well as Assessment for Learning is happening on a daily basis.

We also complete book evaluations as well as internal moderations to ensure consistency across the school. We strive to intervene as soon as a gap is identified to address misconceptions and/ or missed learning in order for the attainment gap to close.

Nursery	Reception
<p>Hears and says the initial sounds in their name.</p> <p>Writes own name.</p> <p>Writes the initial sounds in words.</p> <p>Holds a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Can copy some letters.</p> <p>Show preference for a dominant hand.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Uses talk in pretending that an object stands for something else in play.</p> <p>Build up vocabulary that reflects the breadth of their experiences.</p> <p>Can retell a simple past event.</p> <p>Mark make in a variety of different ways with different materials.</p> <p>Engage in activities to build strength, gross and fine motor skills.</p>	<p>Use phonic knowledge to write words in ways which match their spoken sound.</p> <p>Recognises some common irregular common words.</p> <p>Attempts to write short sentences in meaningful contexts. Write simple CVC sentences dictated by the teacher.</p> <p>Show good control and co-ordination in large and small movements.</p> <p>Begin to form recognisable letters.</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Introduce a storyline or narrative into their play.</p> <p>Develop explanations by connecting ideas or events. Begin to say a sentence out loud.</p> <p>Count out the words in a sentence.</p> <p>Begins to break the flow of speech into words.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Re-reading a sentence to check it makes sense.</p> <p>Children express themselves effectively, showing awareness of the listeners needs.</p> <p>Uses language to imagine and recreate roles.</p> <p>Use a capital letter for their name.</p> <p>Begin to use a capital letters, finger spaces and full stops.</p> <p>Letter, phoneme, grapheme, word, sentence, capital letter, full stop, finger space.</p>

Phonic / whole word spelling	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>(See additional spelling progression document for greater detail)</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>(Literacy: ELG Writing)</p>	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</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>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</p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learn to spell common exception words</p> <p>Learn to spell more words with contracted forms</p> <p>Learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguish between</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of</p>

		<p>and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</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>homophones and near-homophones Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</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>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>	<p>words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>
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Transcription	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught within</p>	<p>Write from memory more complex sentences spelling words with silent letters correctly e.g. psalm</p>	<p>Write from memory more complex sentences spelling words with silent letters correctly e.g. psalm</p>

		taught so far.	and punctuation taught so far.		Year 4.		
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Handwriting	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(See additional 'Handwriting progression' document)	<p>Write recognisable letters, most of which are correctly formed (Literacy: ELG Writing)</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (Physical Development: ELG Fine Motor Skills)</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) 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>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility,</p> <p>Consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility,</p> <p>Consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>

Contexts for writing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Can sequence sentences and write about real life experiences as well as narratives.	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own · in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own · in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Planning Writing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Saying out loud what they are going to write about · composing a sentence orally before writing it	Planning or saying out loud what they are going to write about	Discussing and recording ideas · composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing	Discussing and recording ideas · composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing	Noting and developing initial ideas, drawing on reading and research where necessary	noting and developing initial ideas, drawing on reading and research where necessary as well as real life experiences

				range of sentence structures	range of sentence structures		
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Drafting writing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Sequencing sentences to form short narratives · rereading what they have written to check that it makes sense	Writing down ideas and/or key words, including new vocabulary · encapsulating what they want to say, sentence by sentence	Organising paragraphs around a theme · in narratives, creating settings, characters and plot · in non-narrative material, using simple organisational devices (headings & subheadings)	Organising paragraphs around a theme · in narratives, creating settings, characters and plot · in non-narrative material, using simple organisational devices (headings & subheadings)	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning · in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action · précisising longer passages · using a wide range of devices to build cohesion within and across paragraphs · using further organisational and presentational devices to structure text and to guide the reader	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning · in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action · précisising longer passages · using a wide range of devices to build cohesion within and across paragraphs · using further organisational and presentational devices to structure text and to guide the reader

Editing and refining writing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Discuss what they have written with the teacher or other pupils	Evaluating their writing with the teacher and other pupils · rereading 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	Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors	Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors	Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for	Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for

						spelling and punctuation errors	spelling and punctuation errors
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Performing writing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Read their writing aloud clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Grammar	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Regular plural noun suffixes (-s, -es) Verb suffixes where root word is unchanged (-ing, -ed, -er) Un- prefix to change meaning of adjectives / adverbs To combine words	Sentences with different forms: statement, question, exclamation, command The present and past tenses correctly and consistently including the progressive form · subordination (using when, if,	Using the present perfect form of verbs in contrast to the past tense Form nouns using prefixes (super-, anti-) Use the correct form of 'a' or 'an' · word families based on common words (solve, solution, dissolve,	Using fronted adverbials Difference between plural and possessive -s Standard English verb inflections (I did vs I done) Extended noun phrases, including with prepositions	Using the perfect form of verbs to mark relationships of time and cause Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

		<p>to make sentences, including using 'and'.</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Sentence demarcation (.!?)</p> <p>Capital letters for names and pronoun 'I')</p>	<p>that, or because) and coordination (using or, and, or but)</p> <p>Some features of written Standard English</p> <p>Suffixes to form new words (-ful, -er, -ness)</p> <p>Sentence demarcation</p> <p>Commas in lists</p> <p>Apostrophes for omission and singular possession</p>	insoluble)	Appropriate choice of pronoun or noun to create cohesion	<p>Converting nouns or adjectives into verbs</p> <p>Verb prefixes devices to build cohesion, including adverbials of time, place and number</p>	<p>form of verbs to mark relationships of time and cause</p> <p>Differences in informal and formal language</p> <p>Synonyms & Antonyms</p> <p>Further cohesive devices such as grammatical connections and adverbials</p> <p>Use of ellipsis</p>
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Punctuation	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the</p>	<p>Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and</p>	<p>Using and punctuating direct speech (i.e. Inverted commas)</p>	<p>Use commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>Use and</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p>	<p>Use hyphens to avoid ambiguity.</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses</p>

		days of the week, and the personal pronoun 'I'	apostrophes for contracted forms and the possessive (singular)		punctuate direct speech (including punctuation within and surrounding inverted commas)		Use a colon to introduce a list punctuating bullet points consistently. Use the full range of punctuation effectively and for meaning.
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Grammatical Terminology	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present),	Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant, apostrophe, comma	Determiner, pronoun, possessive pronoun, adverbial, letter vowel, vowel letter, inverted commas (or 'speech marks')	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Our aims are:

- Guide and nurture each individual on their own personal journeys to becoming successful writers.
- Provide exciting writing opportunities and experiences that engage and enhance all pupils.
- For all children to acquire a wide vocabulary and to be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- For all children to have a solid understanding of grammar and apply it effectively to their writing.
- For all pupils 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 children should be encouraged to take pride in the presentation of their writing, in part by developing a legible, cursive, individual handwriting style by the time they move to secondary school.
- We want every child to have a good knowledge of phonics to springboard children to becoming fluent writers.
- To plan a progressive curriculum to build upon previous teaching, with regular assessment to ensure each child's needs are met to reach their full potential.