



St Andrew's Church of England Junior School - Progression of Skills and Knowledge: **Writing**



At St Andrew's our vision statement is 'Shining Light on a World of Possibilities' and we have designed our curriculum to be relevant, exciting and creative, underpinned by our school values and based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

This document aims to give guidance on the progression of Writing knowledge and skills across the year groups.

NC	KS1	Year 3	Year 4	Years 5 and 6
	KS1 Writing in the National Curriculum Pupils should be able to compose simple sentences and write them down. They should be able to spell many of the words covered in KS1 and make a plausible phonetic attempt at unfamiliar or untaught words. They should be able to form individual letters correctly.	Lower KS2 Writing in the National Curriculum Pupils should plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas Children should draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Children should evaluate and edit by: • 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 • proofreading for spelling and punctuation errors • reading 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		Upper KS2 Writing in the National Curriculum Pupils should plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Children should draft and write by: • 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 • précising 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 [for example, headings, bullet points, underlining] Children should evaluate and edit by: • 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 • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
	After discussion with the teacher children can: • write simple stories about personal experiences and those of others (real or fictional); • write about real events, recording these simply and clearly; • use <u>mostly</u> sentences in my writing with capital letters and full stops, and use question marks	Children can: • write for a range of 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 (<i>e.g. headings, sub-headings, bullet points</i>); • use capital letters, full stops, question marks, commas for	Children can: • write for a range of purposes; • use paragraphs to organise ideas • describe settings and characters in stories; • in non-narrative writing, use simple devices to structure the writing and support the reader (<i>e.g. headings, sub-headings, bullet points</i>); • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction	Children can: write for a range of purposes and audiences (including writing a short story): • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (<i>e.g. the use of the first person in a diary; direct address in instructions and persuasive writing</i>) ; • in narratives, describe settings, characters and atmosphere; • integrate dialogue in narratives to

	correctly; • use present and past tense <u>mostly</u> correctly and consistently; • use co-ordination (<i>e.g. or / and / but</i>) and <u>some</u> subordination (<i>e.g. when / if / that / because</i>) to join clauses; • segment spoken words into phonemes and represent these by graphemes, spelling <u>many</u> of these words correctly and making phonically-plausible attempts at others; • spell <u>many</u> common exception words; • 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.	lists and apostrophes for contraction <u>mostly</u> correctly; • spell correctly <u>most</u> words from the year 3 / year 4 spelling list, and <u>some</u> words from the year 5 / year 6 spelling list; • write legibly.	<u>mostly</u> correctly; • spell correctly <u>most</u> words from the year 3 / year 4 spelling list, and <u>some</u> words from the year 5 / year 6 spelling list; • write legibly; • use inverted punctuation and other punctuation to indicate direct speech; • make an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition; • use fronted adverbials ; • use a range of conjunctions including subordinating conjunctions; • use Standard English form for verbs instead of local spoken forms ; • use apostrophes to mark plural possession; • use commas after fronted adverbials.	convey character and advance the action; • select vocabulary and grammatical structures that reflect what the writing requires, doing this <u>mostly</u> appropriately (<i>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;</i> • use a range of devices to build cohesion (<i>e.g. conjunctions, adverbials of time and place, pronouns, synonyms</i>) within and across paragraphs; • use verb tenses consistently and correctly throughout their writing; • use the range of punctuation taught at key stage 2 <u>mostly</u> correctly^ (<i>e.g. inverted commas and other punctuation to indicate direct speech</i>); • spell correctly <u>most</u> words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary; • maintain legibility in joined handwriting when writing at speed.
	<i>At Greater Depth</i>, children can: • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (<i>e.g. literary language, characterisation, structure</i>); • use a mixture of brackets, dashes and commas to indicate parenthesis; • use commas to clarify meaning and avoid ambiguity; • distinguish between the language of speech and writing and choose the appropriate register; • exercise an assured and conscious control over levels of formality (<i>e.g. use of the pronoun 'one' and features that replicate spoken language</i>), particularly through manipulating grammar and vocabulary to achieve this.			