

South View Community Primary School

Our Writing Curriculum



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1. THE BASIC PRINCIPLES OF OUR CURRICULUM

Learning is a change to long term memory.

Our aims are to ensure that our children experience a wide breadth of study and have, by the end of each Key Stage, long -term memory of an ambitious body of procedural and semantic knowledge.

2. OUR CURRICULUM INTENT

Curriculum Drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our children, our beliefs about high quality education and our values. They are used to ensure we give our children appropriate and ambitious curriculum opportunities. Our curriculum drivers, enabling us to ensure OUR children get what THEY need from us are that:

- Our children will develop **vocabulary** so that they are able to speak and understand spoken language, access more complex texts and write with eloquence.
- Our children will leave South View as **successful readers**. They will 'learn to read' and consequently 'read to learn'.
- Our children will explore their own cultures, surroundings and emotions and those of others, to gain a **wider understanding of the world** and their place within it.

3. WRITING STATEMENT OF INTENT

At South View Community Primary School, we believe learning to write is one of the most important things that a child will do at primary school. Almost all other areas of the curriculum are assessed through writing, so strong writing is one of the keys to academic success. Therefore, we will endeavour to deliver a rich and varied Writing Curriculum, in line with national expectations.

We want **EVERY** child to see themselves as a successful writer. At the end of Year 6, every child will leave South View being able to **write with confidence and accuracy** for a **variety of purposes and audiences** whilst developing their **own individual flair**. Confidently, children will naturally draw on what they have read as models for their own writing. They will acquire a wide vocabulary through their love of reading and be able to **select and use appropriate word choice, sentence structure and text in their own writing for effect**, understanding how their word choices impacts their audience. They will be able to **apply spelling patterns** correctly using a **neat, cursive, joined handwriting style**. We believe that all good writers **refine and edit their writing** over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process in order to produce their best work. Additionally, we want children to apply the skill independently across a range of different pieces, in different curriculum areas.

4. WRITING IMPLEMENTATION

A. OUR PEDAGOGY IN TEACHING WRITING

Teachers are currently using the National Curriculum alongside units of work provided by Literacy Counts to ensure coverage of National Curriculum objectives.



By implementing the Literacy Counts scheme of work, 'Read to Write' enables teachers to teach writing through comprehensive units that have been carefully constructed so the entire statutory curriculum for English is covered from Year 1 to Year 6. The scheme provides cohesion and sequence to our writing curriculum allowing children to build on their knowledge in a clear and systematic way throughout each year and across their primary education. Each child is given the opportunity to revisit text types and text conventions over the course of the year so children can retain the information learnt and build upon it. Several of these carefully selected Vehicle Texts have strong thematic links to the Science, History and Geography curriculum. This in turn, helps build a rich curriculum where Intent and Implementation leads to Impact and improved outcomes for children.

At the heart of each Writing unit is a high-quality vehicle published text – either fiction or non-fiction – which we believe will motivate and inspire children to write. Each class studies a different high-quality text every half term which offers children engaging, yet challenging English lessons. The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities.







Our Sequence of Writing







The children are hooked into the text through thought-provoking activities, followed by a clear teaching sequence that not only supports the teachers with structure but allows children to immerse themselves in the text in a build-up to extended writing.

Each unit moves through the following four-part teaching sequence:







	Immerse 3-4 days	<ul style="list-style-type: none">• Immersion in text• Determine purpose, audience and form• Enjoy, explore and respond to text
	Analyse 3 days	<ul style="list-style-type: none">• Familiarisation with text structures• Familiarisation with language features• Collect Writer Hints: create effects
	Plan 1-2 days	<ul style="list-style-type: none">• Gather ideas• Plan
	Write 7 days	<ul style="list-style-type: none">• Modelled and Guided writing• Application of writers' skills and knowledge• Independent writing & draft, revise, edit

Below is a suggested Long-Term Plan for using Read to Write throughout our school!







Year 1 Writing Overview					
A	B	C	D	E	F
The Extraordinary Gardener 	Hermelin 	Where the Wild Things Are 	Rapunzel 	The Secret of Black Rock 	The Last Wolf 
Writing Outcome & Writing Purpose					
Narrative: A transformational Story Purpose: To tell and write a transformational story	Narrative: A Detective Story Purpose: To narrate	Narrative: A Portal Story Purpose: To narrate	Narrative: A Traditional Tale Purpose: To narrate	Narrative: A Return Story Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate
Instructions: How to grow a garden plant / vegetable Purpose: To instruct	Recount: Letters Purpose: To recount	Information: Wild Things Purpose: To inform	Instructions: How to catch a witch Purpose: To instruct	Recount: Postcards Purpose: To recount	Instructions: Recipes Purpose: To instruct







Year 2 Writing Overview					
A	B	C	D	E	F
A River 	The Night Gardener 	The Bog Baby 	Grandad's Island 	The King Who Banned the Dark 	Rosie Revere, Engineer 
Writing Outcome & Writing Purpose					
Narrative: Circular Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Finding Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Narrative: A Mistake Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate
Recount: Letter Purpose: To inform	Recount: Diary Purpose: To recount	Instructions: How to build a habitat Purpose: To instruct	Information: Jungle Animals Purpose: To inform	Information: How to be a Regal Leader Purpose: To inform	Explanation: How a machine works Purpose: To explain










Year 3 Writing Overview

A	B	C	D	E	F
Return 	The Iron Man 	Fox 	The Rhythm of the Rain 	Jemmy Button 	Into the Forest 
Writing Outcome & Writing Purpose					
Narrative: Setting Narrative Purpose: To narrate	Narrative: Approach Threat Narrative Purpose: To narrate	Narrative: Fable Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Narrative: Lost Narrative Purpose: To narrate
Information: Travel Report Purpose: To inform	Explanation: How to capture the Iron Man Purpose: To explain	Information: Fox Report Purpose: To inform	Information: River Information Leaflet Purpose: To inform	Information: Letters Purpose: To recount	Recount: Newspaper Report Purpose: To recount

Year 4 Writing Overview

A	B	C	D	E	F
The Whale 	Leaf 	Arthur and the Golden Rope 	The Lost Happy Endings 	The Journey 	Manfish 
Writing Outcome & Writing Purpose					
Narrative: Setting Narrative Purpose: To narrate	Narrative: Outsider Narrative Purpose: To narrate	Narrative: Myth Narrative Purpose: To narrate	Narrative: Twisted Narrative Purpose: To narrate	Narrative: Refugee Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate
Recount: Newspaper Report Purpose: To recount	Information: Polar Bears Purpose: To inform	Information: Defeating a Viking monster Purpose: To inform	Persuasion: Letter Purpose: To persuade	Recount: Diary Purpose: To recount	Recount: Jacques Cousteau Biography Purpose: To recount

Year 5 Writing Overview					
A	B	C	D	E	F
Greta and the Giants 	FARThER 	Henry's Freedom Box 	The Promise 	King Kong 	The Lost Book of Adventure 
Writing Outcome & Writing Purpose					
Narrative: A Restoring the Environment Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Inform: Biography Purpose: To inform	Narrative: Character Narrative Purpose: To narrate	Narrative: Dilemma Narrative Purpose: To narrate	Narrative: Survival Narrative Purpose: To narrate
Persuasion: A persuasive speech Purpose: To persuade	Recount: Letter Purpose: To recount	Recount: Diary Purpose: To recount	Recount: Newspaper Report Purpose: To recount	Discussion: Balanced Argument Purpose: To discuss	Explanation: Survival Guide Purpose: To explain

Year 6 Writing Overview					
A	B	C	D	E	F
The Origin of the Species  	Wolves  	Shackleton's Journey 	Rose Blanche  	A Story Like the Wind 	Hansel and Gretel 
Writing Outcome & Writing Purpose					
Narrative: Discovery Narrative Purpose: To narrate	Recount: First Person Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss	Narrative: Endurance Narrative Purpose: To narrate	Recount: Diary Purpose: To recount	Narrative: Flashback Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate
Explanation: Adaptation Purpose: To explain	Information Text: Wolves Purpose: To inform Narrative: Suspense Narrative Purpose: To narrate	Recount: Magazine Article Purpose: To recount & inform (hybrid)	Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Recount: Newspaper Report Purpose: To recount	Persuasion: Letter Purpose: To persuade

Should the Long-Term Plan be followed in order?

Although coverage of the texts is prescriptive, the order in which teachers complete them is up to their discretion, their knowledge of the curriculum approach and progress of children in their particular year group. Teachers are welcome to move the order around as they see fit as long as they are all covered by the end of the year.

B. OUR PEDAGOGY IN TEACHING GRAMMAR AND PUNCTUATION

ACTIVE ENGLISH

Understanding Grammatical Elements
to Improve Writing Outcomes

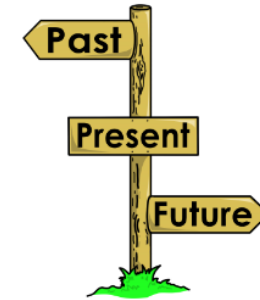
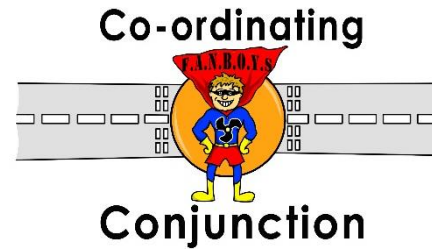


Grammar is the set of structural rules governing the composition of clauses, phrases and words in any given language. Each grammatical element acts as an essential component to forming language as a whole. When the elements are taught explicitly in conjunction with sentence construction and punctuation, a solid foundation of knowledge can be formed which in turn supports the development of writing, speaking, listening and reading. At South View we follow the Active English scheme for the teaching of grammar.

What is Active English?

Active English is an approach for teaching grammatical understanding to primary-aged pupils. It uses the principals of mnemonics to embed the learning in an active and engaging way, providing pupils with a deeper grasp of language that serves as a foundation for their future. It is proven that the learning gained from experience and interaction is retained more effectively than that which is gained solely through a written context. This is achieved through the use of images, actions and verbal reasoning to accelerate children's learning of the grammatical concepts. To enable pupils to develop

an understanding of language and sentence construction, we use the following images to ensure that pupils retain, recall and full enage with each concept:



Active English is largely aimed at years 1 to 4, but the elements can be used flexibly across all year groups to meet the needs of pupils. What is important, is that there is a whole-school approach, with all teachers and teaching assistants being supported to implement the programme consistently across the school.

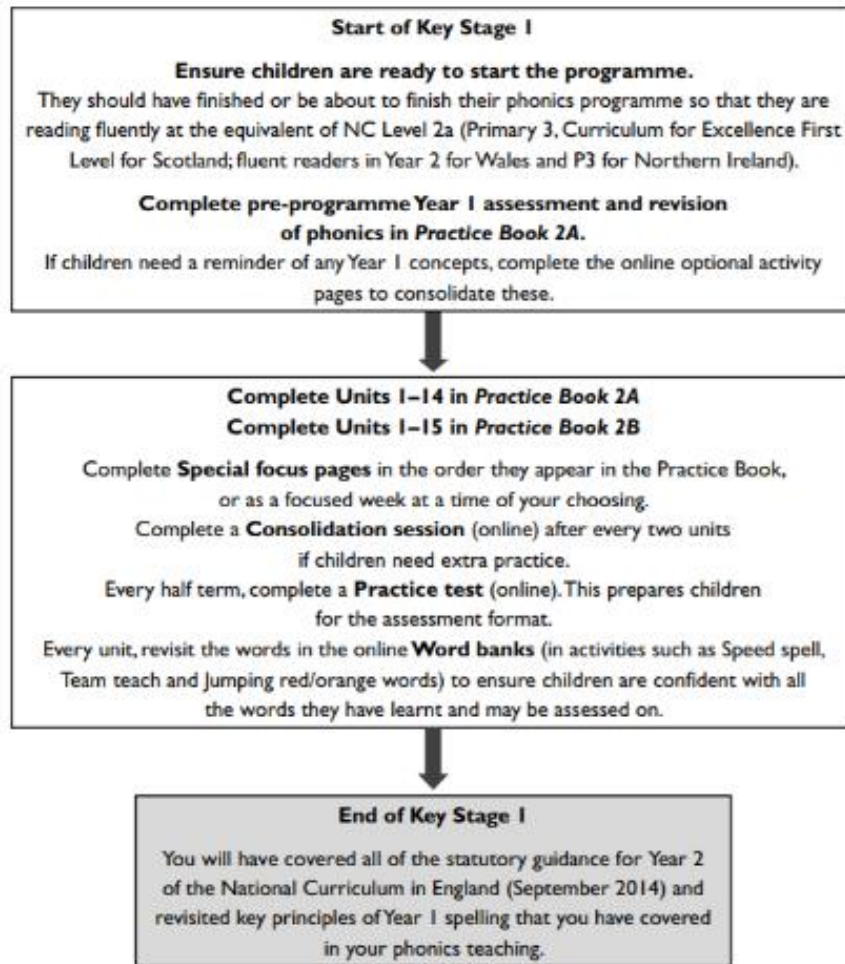
C. OUR PEDAGOGY IN TEACHING SPELLINGS (Y2-6)

At South View, we use the Read Write Inc. Spelling programme from Year 2 to. By using this robust, fast-paced, systematic spelling programme as the basis of a scheme of work, we can ensure that our children are able to meet the spelling expectations of the National Curriculum 2014. It provides consistency and progression in the teaching of spelling and helps to support children to enable them to be more confident at spelling.

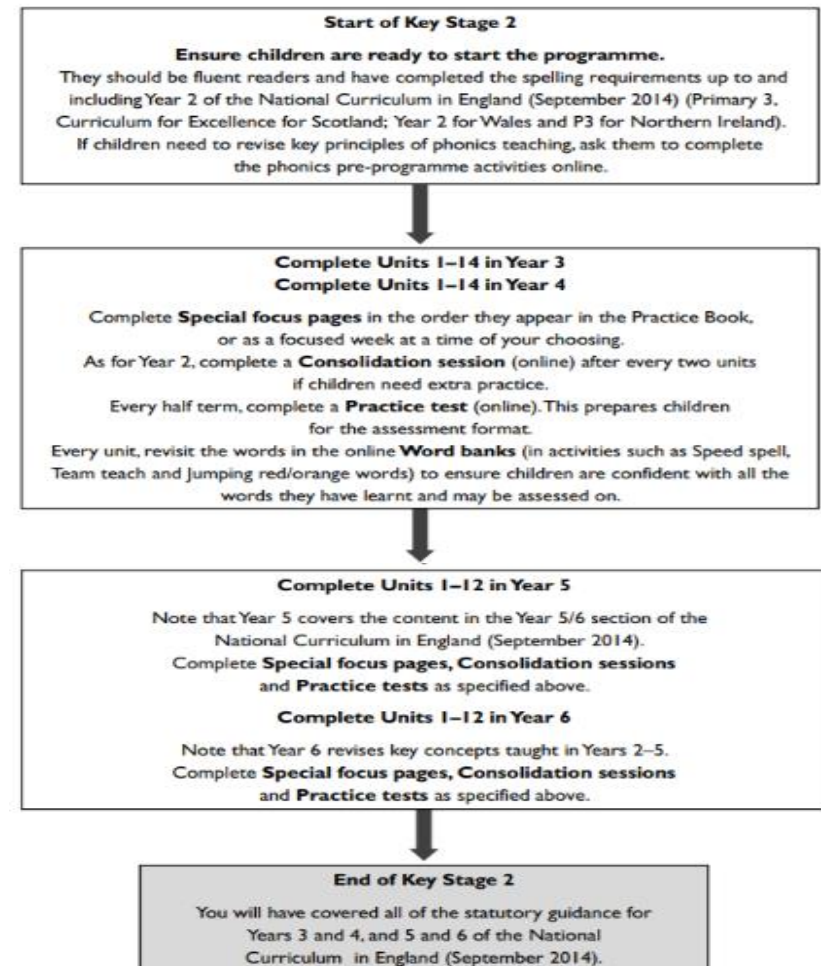
How does the programme work?

Read Write Inc. Spelling teaches all of the spelling requirements of the National Curriculum in England (September 2014). The requirements are divided into year groups, then subdivided into units of work. Each unit covers approximately one week of work, made up of five daily sessions of 15–20 minutes a day.

Route through Read Write Inc. Spelling for Year 2



Route through Read Write Inc. Spelling for Years 3–6



Timetables

The suggested weekly schedule follows the same basic pattern of activities for each unit. This means that, as the children progress through the programme, teachers will spend less time explaining the activities and more time teaching children how to spell. The plan opposite sets out a suggested order, but as teachers become familiar with the programme, there may be some activities that they skip through quickly and others that they wish to spend longer on, depending on the children's knowledge and memory.

Session	Activities
1	Speed spell Spelling zone Dots and dashes
2	Rapid recap (online only) Word changers
3	Words to log and learn Dictation
4	Four-in-a-row Choose the right word
5	Team teach Jumping red/orange words

Special Focus Sessions

In addition to the five weekly sessions listed above, the Practice Book units are interspersed with Special focus sessions, which look at particular topics or spellings that sometimes cause confusion. These Special focus topics are drawn from the National Curriculum in England (September 2014) and include:

- short sections from the National Curriculum guidance where these are too brief to
- require a complete unit (e.g. the -il ending, which is uncommon)
- homophones
- silent letters
- apostrophes
- contractions
- Red words (words from the National Curriculum common exception word lists in
- Years 1 and 2, plus some high frequency words with unusual spellings)

- Orange words (words from the National Curriculum word lists in Years 3/4 and 5/6).

Consolidation Sessions

Consolidation sessions (which are optional) are provided in the online resources after every two units. They are designed for further revision of what has been taught in the main units, and consist of two activities: Dictation and Choose the right word.

Practice Tests

In the online resources, there are spelling tests for revision for each year group. These follow the same format as the end of Key Stage 1 and Key Stage 2 spelling tests, to familiarise children with the approach.

Assessment in Read Write Inc. Spelling

Assessment is an integral feature of the Read Write Inc. Spelling programme. All the activities involve some type of assessment, whether self, peer, group or whole class assessment. This formative assessment is constructive, ongoing monitoring for improvement, built into lively activities that children should enjoy.

Impact: Evaluating the curriculum and pedagogy by assessing learning in spellings

Following the Read Write Inc. Spelling programme helps to prepare children for the spelling component of the English grammar, punctuation and spelling tests at the end of Key Stage 1 and Key Stage 2. The tests draw on the range of strategies and morphological awareness specified in the statutory spelling appendix to the National Curriculum in England (September 2014), all of which are covered by Read Write Inc. Spelling. The tests may include words drawn from the word lists in the National Curriculum (covered by the Red and Orange words in this programme), but will not be limited to them.

Spellings is monitored by the subject leader throughout all year groups using a variety of strategies such as lesson observations, staff discussions and pupil interviews. Feedback is given to teachers and leaders use the information to see if the children know more and remember more.

D. OUR PEDAGOGY IN TEACHING HANDWRITING

Intent

At South View Community Primary School our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with the cursive font.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

Implementation: Our Pedagogy in Handwriting



At South View Primary School, a high standard of presentation is modelled, encouraged and expected. We want all children to take pride in the presentation of their work. Handwriting skills are taught regularly and systematically using the Letter-join

programme as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Children at Key Stage 2 are aware that they need to balance speed and neatness to achieve a writing style appropriate to a task. In school, teachers and teaching assistants model the joined cursive style at all times: when writing on the board, marking books or on displays. Children are taught how to sit correctly at a table when writing and how to hold a pencil correctly.

Impact

The impact of using the Letter-join handwriting resources will be seen across the school with an increase in the profile of handwriting. Following the scheme, will give our school a consistent approach where handwriting expectations are clear and the same technical vocabulary is used with, and spoken by, all teaching staff and learners.

Handwriting lessons should not feel like a chore for teachers and pupils and should encourage a sense of pride in pupils' written work. Our children's handwriting will become automatic and to a high standard so that they are able to focus on the content of their writing rather than the presentation. The impact of the scheme should be noticeable within written work in all areas of the curriculum.

MEETING THE NEEDS OF ALL CHILDREN IN WRITING

Supporting children with Special Educational Needs and Disabilities

How can I support learners who are reading below age-related expectations?

- *Securing the basics of pen grip, letter formation and spelling allow learners to be able to focus on composing a piece of writing.*
- *For learners not secure with phonics, this should be a priority. Learners should have plenty of practice writing using the phoneme-grapheme correspondences they know and using the letter formation they have been taught. This can be most easily provided through dictation activities.*
- *Use picture and word banks of key vocabulary. When learners are doing extended writing, make sure that they have word banks of key topic words with pictures to match. This will support them to find and use adventurous and topic-related language. Ideally, the words for these word banks will be the ones you have generated together in skills lessons and added to your working wall, so they will be the ones learners have already begun to use and explore.*
- *Use the school marking code or symbols to remind learners of key skills, e.g., if they need to remember spaces between words, you could draw a little hand symbol at the top of their page to remind them or give them a simple reminder sheet of what makes a good sentence.*
- *Use story maps with actions. Story maps are an excellent way to develop early reading skills and support learners with oral rehearsal. If you draw your story map from top to bottom, left to write, learners can point at each symbol as they retell it. Use the same symbols and gestures to match each time, e.g., → for next, so that learners develop their independence and confidence retelling stories and using story language.*

How can I support learners who struggle to retain vocabulary?

- Identify new, interesting or useful words in a text or topic together (e.g., in the plenary of the first lesson looking at a new text) and add them to the working wall together. Refer to these words and model using them in your teaching and encourage learners to use the working wall in their independent writing.
- Rehearse new words. Practise saying them together in a high voice, a low voice, a fast voice, and a slow voice. Come up with an action together (or use a Makaton action), then say the word and show the action to reinforce.
- New vocabulary should be planned for and taught in context. Model using new words in a sentence and give learners time to practise them in context. For example, give them time to answer a question and share their answer.

How can I support learners who need additional time to develop conceptual understanding?

- Pre-teach. For example, if you are starting a new text on a Monday and know a learner will need more time to process it, find time for them to read it (ideally with a peer or an adult) on the Friday before. This allows them to explore it in their own time, ask any questions they may have and then be the expert when the class reads it on Monday.
- Create links in learning in different areas. For example, if you are learning about the Antarctic in geography, read related texts, learn about a penguin's life cycle in science, write an explanation text about it in literacy, represent its life cycle through dance in PE. Also, make links to what learners have previously learnt – did they learn about the life cycle of a frog the previous year? This helps to embed learning.
- Make learning multi-sensory, e.g., if you are learning a new concept or piece of vocabulary, read it, draw it, write it, act it out.

How can I support learners who struggle with attention?

- Break the learning into chunks. Ensure you mix teacher talk with partner talk, opportunities to write ideas on a whiteboard, and feedback through gesture (e.g., show me on your thumbs if you agree or disagree; wiggle your fingers if you could up-level my adjective).
- Give learners movement breaks. You can build this into your class routine; they help everyone to concentrate, e.g., before starting a teaching session, choose two or three short OT warm-ups to do together (such as rolling your shoulders 5 times, chair presses, piano fingers). Add these into independent learning when learners are writing for an extended period. For learners who need additional movement breaks, build in opportunities to the lesson. Could they hand out exercise books? Sharpen their pencil?
- Build in opportunities to develop attention and listening skills with your whole class. For example, when feeding back an answer, tell learners that you will ask them to share their partner's answer. To start with, practise this with simple questions (such as, what's your favourite colour?). Increase the complexity of questions over time. When asking learners to retell a story in pairs, play 'story whoosh': one partner begins retelling and, when you give a signal, the other person takes over and continues. You will need to model this first.

How can I support learners who struggle with change and transition?

- Have a clear routine and use visuals to support. For example, share the visual timetable at the start of each day. Refer back to it throughout the day: 'Now we have literacy, next handwriting and after that it is lunch'. If changes occur, share this with learners and change the timetable with them.
- Give learners warning. For example, if they will need to tidy up for lunch, give them a five-minute warning. Then, count them down. This means they know how long they have to finish and are

prepared to stop. For some learners, it will be helpful to give them a five-minute sand timer so they can visualise this.

- Allow learners time to complete work. They may really want to finish what they are doing – it can be very frustrating if your story is missing its ending! Find time later in the day or soon after (e.g., for early morning work the next day) where they can finish. Keep their book open and any notes they've made on a whiteboard, so they know that it's in your mind.

Key takeaways to support learners with SEND in writing

The following strategies scaffold learning for all ages and stages:

Communication-friendly strategies:

- Use gestures
- Make it visual: add pictures to word banks to help all children access them
- Allow thinking time: always allow thinking time when you ask a question, even before children talk to their partner (think, pair, share)
- For those who need it, keep language simple and short
- When children need further support, offer forced choices, or use gap fills to scaffold them.

Model your thinking process: as teachers, we often ask questions. While these are important, it is also important to model your thinking process, and to model wondering or imagining. This removes the pressure of a question for a child while still allowing them to develop their thinking.

Supporting and Challenging Children who are working at a Greater Depth in Writing

At South View, supporting and challenging children working at Greater Depth in writing requires a tailored and dynamic approach to nurture their advanced skills while encouraging further progress. We provide opportunities for these pupils to engage with sophisticated texts, analyse diverse writing styles, and experiment with ambitious vocabulary, sentence structures, and literary techniques. By setting high expectations, we offer differentiated tasks that challenge their creativity, critical thinking, and ability to write for a range of purposes and audiences. Through regular feedback and self-assessment activities, we encourage reflection and refinement of their work. Additionally, we create platforms such as writing competitions, collaborative projects, and opportunities to share their writing with wider audiences to motivate and inspire excellence. Our approach ensures these learners not only consolidate their skills but also continue to thrive and develop as confident, articulate writers.

5. ASSESSEMENT OF WRITING



Department
for Education

At South View, teachers, in Year 1, 3, 4 and 5, use the exemplification materials from **Keystone** and teachers, in Year 2 and 6, use the **exemplification materials on GOV.UK**, to support them in making judgements against the statutory teacher assessment frameworks for English writing. If teachers are confident in their judgements, they may choose not to refer to these materials. These exemplification materials are provided to help teachers make their judgements where they want additional guidance.



Teachers will use the Writing Moderation Grids to support them in collating evidence against the writing standards for their year group.

Using the writing exemplification

- The collection will consist of a sample of evidence (at least 6 pieces).
- Evidence will come from day-to-day work in the classroom and should include work from different curriculum subjects, although a child's work in English alone may produce the range and depth of evidence required.
- The evidence that teachers consider in English writing will be based on the child's **independent** work.
- Teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement being made of the child's overall attainment in English writing.

- The frequency of evidence for 'pupil can' statements may vary across individual pieces within a collection of a pupil's writing, depending on the nature of the statement and the writing. For example, some evidence for the statement 'use verb tenses consistently and correctly throughout their writing' would be expected in almost all writing, whereas this would not always be the case for 'integrate dialogue in narratives to convey character and advance the action'.
- Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Year 5 - Writing Moderation

Child's Name:		Class:			
		Date/Text Type			
Working Towards the Expected Standard					
The pupil can:					
• Write for a clear purpose.					
• Use some organisational devices for writing (paragraphs, bullet points and sub-headings).					
• In narratives, develop ideas drawing on their own reading to act as a guide to structure their work.					
• Use capital letters, full stops and question marks mostly correctly.					
• Use apostrophes for contractions mostly correctly.					
• Use apostrophes for possession mostly correctly.					
• Spell most words from the Year 3/4 spelling list and phonetically-plausible attempts at words from the Year 5/6 list.					
• Write legibly.					

6. WRITING MODERATION

Writing moderation meetings take place in the Spring and Summer Term, both internally and externally, with other schools in Lincolnshire. The reason we moderate is to check the consistency of teachers' judgments once they have made their assessments and provide a valuable opportunity for professional development.

The evidence in each sample is reviewed by at least another teacher. Any disagreements are noted and discussed with the school English or Assessment lead teacher before agreeing on a level. Levels agreed at moderation should be the levels used for teacher assessment, any disagreements should be recorded and acted upon.

7. WRITING IMPACT

Children will make good progress from their own personal starting points. By the end of Year Six, they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our children will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.

APPENDIX 1 – GRAMMATICAL TERMS PROGRESSION

Based on the National Curriculum 2014, the table below shows when grammatical terms are first introduced, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on children's understanding. Teachers can also go beyond the content set out here if they feel it is appropriate.

South View Primary School



Writing: Grammatical Terminology

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Introduce: letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark	Content in previous year MUST be revisited. Introduce: noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma	Content in previous years MUST be revisited. Introduce: preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')	Content in previous years MUST be revisited. Introduce: determiner pronoun possessive pronoun adverbial	Content in previous years MUST be revisited. Introduce: modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	Content in previous years MUST be revisited. Introduce: subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points

APPENDIX 2 - WRITING PROGRESSION GRIDS

The following five documents show the progression of the statutory objectives from the National Curriculum for 2014. Each document organises one of the areas of Writing (Composition, Sentence Composition, Punctuation, Spelling and Handwriting) into strands, and then shows the relevant objectives for each year group to help teachers at South View to identify the progression of skills and knowledge, and also to organise assessment opportunities.

Teachers use these progression grids to support planning, assessment and curriculum development in Writing in order to help them understand what progress looks like for their children in their class.

COMPOSITION PROGRESSION GRIDS

Composition						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Draw upon what they have read. • Orally rehearse a sentence before going on to write it • Sequence sentences to form short narratives. • Read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • Plan and say out loud what they will write about. • Write poetry and for different purposes. • Write ideas and key words including vocabulary. • Encapsulate what they want to say sentence by sentence. • Write simple, coherent narratives about personal experiences and those of others (real or fictional). • Write about real events, recording these simply and Clearly. • Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Write narratives, describing setting and characters within a storyline or plot. • Use paragraphing to group related material, focusing on a theme or topic. • In non-narrative, use simple organisational devices (heading and subheadings). • Use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' in contrast to 'He went out to play.') • Extend sentences using a wider range of conjunctions other than those stated in the working towards standard. • Express time, place and cause using conjunctions (e.g. before, after, while), adverbs (e.g. soon, therefore) and prepositions (e.g. before, after, during, because of). • Draw upon material read. • Use, when appropriate, figurative language included metaphors and similes. 	<ul style="list-style-type: none"> • In narratives, create increasingly effective and complex settings, characters and plot. • In non-narrative work, use organisational devices such as headings and sub headings with increasing effect. • Draw upon material read. • Write in a range of genre forms. 	<ul style="list-style-type: none"> • Identify the audience for and purpose of the writing. Plan their writing: • Note and develop initial ideas drawing on reading and research. • Write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write: • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Describe setting, characters and atmosphere and using dialogue to sometimes convey character and advance the action. • Précising longer passages. • Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> • Draw upon material read. • Plan their writing by identifying the audience for and purpose of the writing. • 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, describe settings, characters and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Distinguish between the language of formal and informal speech. • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

SENTENCE CONSTRUCTION PROGRESSION GRIDS

Sentence Construction									
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
<p>Introduce:</p> <p>Say a sentence, write and read it back to check it makes sense</p> <p>Simple sentences</p> <p>Simple Conjunction - and</p> <p>Repetition in description e.g. a lean cat, a mean cat</p>	<p>Consolidate Year EYFS list</p> <p>Introduce:</p> <p>Leaving spaces between words</p> <p>Compound sentences using coordinating conjunctions e.g. but</p> <p>Compound sentences using subordination conjunctions e.g. because</p> <p>Simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Commands Exclamations</p> <p>Compound sentences using coordinate conjunctions: or</p> <p>Compound sentences using subordinate conjunctions: if, when, that.</p> <p>Expanded noun phrases e.g. the fluffy, white bear lives in the snowy Arctic</p> <p>Adverbial Starters - 'ly' openers e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Present and past tenses correctly and consistently including the progressive form (e.g. she is drumming, he was shouting)</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions: Coordinate conjunctions: as, for, nor, yet, so Subordinate conjunctions: as, while, after, before, until</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Appropriate choice of pronoun within a sentence to avoid ambiguity and repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Adverbial Starters -Time In the morning, we discovered a hidden box. Immediately, ... Before long, ... In the blink of an eye, ...</p>	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions: Subordinate conjunctions: although, since</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Using conjunctions, adverbs and prepositions to express time, cause and place.</p> <p>Adverbial Starters -Place In a dark, gloomy forest, we discovered a hidden box. Above the clouds, ... Nearby, ... In the distance, ...</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions: Subordinate conjunctions: although, since</p> <p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Expanded -ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</p> <p>Drop in =ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p>	<p>Consolidate Year 5 list</p> <p>Introduce:</p> <p>Adverbial Starters -Manner Cautiously, George approached the sleeping dragon. As fast as he could, ... Without a sound, ... Without warning, ...</p> <p>Expanded <u>ing</u> clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p>Drop in =ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p>	<p>Consolidate Year 6 list</p> <p>Introduce:</p> <p>Adverbial Starters -Frequency A few days ago, Willie was evacuated to the countryside. Every second, ... Sometimes, ...</p> <p>Expanded <u>ing</u> clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p>Drop in =ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p>		
						<p>Prepositional phrases to place the action: on the mat; behind the tree, in the air</p> <p>Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p> <p>Dialogue –powerful speech verb e.g. "Hello," she whispered.</p>	<p><u>ed</u>' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun.</p> <p>Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Dialogue - verb + adverb - "Hello," she whispered, shyly.</p> <p>Appropriate choice of noun within a sentence to avoid ambiguity and repetition</p>	<p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly <u>through</u> the lonely streets ...at Midnight</p> <p>Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p> <p>Use of rhetorical questions</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p>	<p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.</p>

PUNCTUATION PROGRESSION GRIDS

Punctuation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduce:	Consolidate Year EYFS list	Consolidate Year 1 list	Consolidate Year 2 list	Consolidate Year 3 list	Consolidate Year 4 list	Consolidate Year 5 list
Finger spaces	Introduce:	Introduce:	Introduce:	Introduce:	Introduce:	Introduce:
Full stops	Capital Letters: Names, places and days of the week	Capital Letters: Proper nouns	Secure use of inverted commas for direct speech	Commas after fronted adverbials	Rhetorical question	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.
Capital letters	Capital letter for the personal pronoun I	Full stops	Ellipses to keep the reader hanging on	Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!	Dashes	Use of colon to introduce a list and semi-colons within lists.
	Full stops	Question marks	Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural	Brackets/dashes/commas to indicate parenthesis	Punctuation of bullet points to list information.
	Question marks	Exclamation marks (<i>exclamation sentences</i>)			Colons	How hyphens can be used to avoid ambiguity (e.g. <u>man-eating</u> shark versus man-eating shark, or recover versus re-cover)
	Exclamation marks (<i>Commands</i>)	Commas to separate items in a list			Use of commas to clarify meaning or avoid ambiguity	Colon to introduce a list
		Comma after –ly opener e.g. Fortunately, ... Slowly, ...				Punctuating bullet points consistently
		Speech bubbles				
		Apostrophes to mark contracted forms in spelling e.g. don't, can't				
		Apostrophes to mark singular possession e.g. the cat's name				

SPELLING PROGRESSION GRIDS

Spellings						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling Rules	<p>To spell words containing each of the 40+ phonemes already taught.</p> <p>To spell the days of the week.</p> <p>To name the letters of the alphabet in order.</p> <p>To use letter names to distinguish between alternative spellings of the same sound.</p>	<p>To segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>To learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>To distinguish between homophones and near-homophones.</p>	<p>To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Common Exception Words	To spell all Y1 common exception words correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
Prefixes and Suffixes	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Further Spelling Conventions	<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To 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>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near- homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>

HANDWRITING PROGRESSION GRIDS

Handwriting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Draws lines and circles using gross motor movements.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control, no longer using whole-hand grasp.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Begins to form recognisable letters.</p> <p>Beginning to be able to write on lines.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' 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.</p> <p>Increase the legibility, 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> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	