



EYFS – Writing Skills Progression

Intent: At Pot Kiln we understand the importance of writing as an essential life skill. It is our intent at Pot Kiln to provide pupils with a high-quality education in Communication and Literacy that will teach pupils to speak, read and write so that they can communicate their knowledge, ideas and emotions effectively. We seek to give pupils opportunities to write for a purpose alongside understanding the phonological and grammatical features needed to write. Children are provided with opportunities to develop and apply their writing skills within Literacy lessons but also to write within their play.

<p>Composition</p> <p>Planning, writing and editing</p> <ul style="list-style-type: none">• To link statements and stick to a main theme or intention.• To use talk to organise, sequence and clarify thinking, ideas, feelings and events.• To introduce a storyline or narrative into their play.• To write own name and other things such as labels, captions.• To attempt to write short sentences in meaningful contexts.• To play cooperatively as part of a group to develop and act out a narrative. <p>ELG</p> <ul style="list-style-type: none">• To develop their own narratives and explanations by connecting ideas or events.• To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	<p>Vocabulary, spelling and punctuation</p> <p>Sentence structure and tense</p> <p>ELG</p> <ul style="list-style-type: none">• To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.• To use language to imagine and recreate roles and experiences in play situations.• To express themselves effectively, showing awareness of listeners' needs.• To answer 'how' and 'why' questions about their experiences and in response to stories or events.• To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
<p>Transcription / spelling</p> <p>Phonic rules and spelling</p> <p>ELG</p> <ul style="list-style-type: none">• To continue a rhyming string.• To hear and say the initial sound in words.• To segment the sounds in simple words and blend them together.• To link sounds to letters, naming and sounding the letters of the alphabet.• To use their phonic knowledge to write words in ways which match their spoken sounds. <p>Common exception words</p> <p>ELG</p> <ul style="list-style-type: none">• To write some irregular common words.	<p>Transcription / handwriting</p> <p>Letter formation, placement and position</p> <ul style="list-style-type: none">• To show a preference for a dominant hand.• To begin to use anticlockwise movement and retrace vertical lines.• To begin to form recognisable letters.• To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.• To give meaning to marks they make as they draw, write and paint.• To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.



Year 1 – Writing Skills Progression

Intent: At Pot Kiln we understand the importance of writing as an essential life skill. It is our intent at Pot Kiln to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their knowledge, ideas and emotions effectively. We seek to give pupils opportunities to write for a purpose alongside understanding the grammatical features needed to write. Children are provided with opportunities to develop and apply their writing skills within English lessons but also across the curriculum.

Composition

Sequences sentences to form short narratives.

Re-reads what they have written to check that it makes sense.

- Says out loud what they are going to write about
- Composes a sentence orally before writing it.
- Discusses what they have written with the teacher or other pupils.
- Reads aloud their writing clearly enough to be heard by their peers and the teacher.

Transcription / handwriting

Begins to form lower-case letters in the correct direction, starting and finishing in the right place

- Forms capital letters.
- Form digits 0-9.
- Sits correctly at a table, holding a pencil comfortably and correctly.
- Understands which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practises these.

Transcription / spelling

Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Names the letters of the alphabet in order.

Spells words containing each of the 40+ phonemes already taught.

- Spells the days of the week.
- Spells common exception words.
- Uses letter names to distinguish between alternative spellings of the same sound.
- Understands that words are divided into 'beats' or syllables.
- Uses the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- Distinguishes between homophones and near-homophones.
- Uses -ing, -ed, -er and -est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest).
- Uses the prefix un-

Vocabulary, spelling and punctuation

Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

- Understands how words can combine to make sentences.
- Separates words with spaces.
- Joins words and clauses using 'and.'
- Uses capital letters for names and for the personal pronoun 'I'.
- Shows understanding of regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.
- Shows understanding of how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)
- Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)



Year 2 – Writing Skills Progression

Intent: At Pot Kiln we understand the importance of writing as an essential life skill. It is our intent at Pot Kiln to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their knowledge, ideas and emotions effectively. We seek to give pupils opportunities to write for a purpose alongside understanding the grammatical features needed to write. Children are provided with opportunities to develop and apply their writing skills within English lessons but also across the curriculum.

Composition

Plans or says out loud what they are going to write about.

Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.

Proof-reads to check for errors in spelling, grammar and punctuation.

- Encapsulates what they want to say, sentence by sentence.
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- Writes down ideas and/or key words, including new vocabulary.
- Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.
- Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Reads aloud what they have written with appropriate intonation to make the meaning clear

Transcription / spelling

Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Learns 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.

- Learns to spell common exception words.
- Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Learns to spell more words with contracted forms.
- Spells by learning the possessive apostrophe (singular).
- Adds suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- Applies spelling rules and guidance, as listed in English Appendix 1.

Transcription / handwriting

Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

- Uses spacing between words that reflects the size of the letters.
- Forms lower-case letters of the correct size relative to one another
- Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined

Vocabulary, spelling and punctuation

Correct choice and consistent use of present tense and past tense throughout writing.

Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Some use of the suffixes –er, –est in adjectives.

Uses suffix –ly to turn adjectives into adverbs.

Uses subordination (using when, if, that, because) and co-ordination (using or, and, but).

Uses commas to separate items in a list.

- Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)
- Shows understanding of formation of nouns, using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman).
- Shows understanding of formation of adjectives using suffixes such as –ful, –less.
- Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).
- Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command.
- Uses apostrophes to mark where letters are missing in spelling.
- Uses apostrophes to mark singular possession in nouns (e.g. the girl's name).



Year 3 – Writing Skills Progression

Intent: At Pot Kiln we understand the importance of writing as an essential life skill. It is our intent at Pot Kiln to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their knowledge, ideas and emotions effectively. We seek to give pupils opportunities to write for a purpose alongside understanding the grammatical features needed to write. Children are provided with opportunities to develop and apply their writing skills within English lessons but also across the curriculum.

Composition

Makes some attempt to define paragraphs by organising ideas with related points placed next to each other – e.g. one sentence paragraphs or ideas loosely organised.

In non-narrative material uses simple organisational devices – e.g. headings and sub headings

Proof reads for spelling and punctuation errors.

- Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.
- Discusses and records ideas
- Composes and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure.
- In narrative creates settings, characters and plot, with some attempt to elaborate on basic information or events - eg nouns expanded by simple adjectives etc.
- Assesses the effectiveness of their own and others' writing and suggests improvements.
- Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Reads aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear.

Transcription / spelling

- Uses prefixes and suffixes to understand how to add them (app 1)
- Spells further homophones.
- Identifies commonly misspelt words and attempts to correct them. (App1)
- Understands how to place the apostrophe in words with regular plurals e.g. girls' boys'.
- Uses the first two or three letters in a word to check its spelling in a dictionary.
- Writes from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far.

Vocabulary, spelling and punctuation

Limited use of inverted commas to punctuate direct speech

Attempts to use paragraphs as a way to group related materials.

Makes some use of the present perfect form of verbs instead of the simple past – e.g. "He has gone out to play". In contrast with "He went out to play".

Express time, place and cause using conjunctions. E.g. when, before, after, while, because. KPI

Uses the forms "a" or "an" according to whether the next word begins with a consonant or vowel. E.g. a rock, an open box.

- Shows and awareness of headings and sub headings to aid presentation.
- Expresses time, place and cause using adverbs. E.g. then, next, soon, therefore.
- Expresses time, place and cause using prepositions e.g. during, after, in, because of.
- Shows understanding of the formation of nouns, using a range of prefixes e.g. super, anti, auto.
- Shows knowledge of word families based on common words, showing how words are related in form and meaning, e.g. solve, solution, solver, dissolve, insoluble.

Transcription / handwriting

- Uses diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left unjoined.
- Increases the legibility, consistency and quality of their handwriting eg by ensuring that the downward letters are parallel and equidistant.
- Increases the legibility, consistency, and quality of their handwriting – eg by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.



Year 4 – Writing Skills Progression

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Composition

Organises paragraphs around a theme: paragraphs/ sections help to organise content.

In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).

Proof-reads for errors in spelling and punctuation.

- Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.
- Discusses and records ideas.
- Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
- Assesses the effectiveness of their own and others' writing and suggests improvements.
- Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-reads for errors in spelling and punctuation.
- Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear.

Transcription / spelling

Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

- Uses further prefixes and suffixes and understands how to add them (Appendix 1)
- Spells further homophones.
- Identifies commonly misspelt words and corrects them. (See Appendix 1)
- Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.

Vocabulary, spelling and punctuation

Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").

Uses paragraphs to organise ideas around a theme.

Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Uses fronted adverbials (e.g. 'Later that day, I heard the bad news')

Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').

- Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
- Understands the grammatical difference between plural and possessive -s
- Uses commas after fronted adverbials
- Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).

Transcription / handwriting

- Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.
- Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant.
- Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.



Year 5 – Writing Skills Progression

Intent: At Pot Kiln we understand the importance of writing as an essential life skill. It is our intent at Pot Kiln to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their knowledge, ideas and emotions effectively. We seek to give pupils opportunities to write for a purpose alongside understanding the grammatical features needed to write. Children are provided with opportunities to develop and apply their writing skills within English lessons but also across the curriculum.

Composition

Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.

In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.

Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

Ensures the consistent and correct use of tense throughout a piece of writing.

Proof-reads for errors in spelling and punctuation.

- Makes notes and develops initial ideas, drawing on reading and research where necessary.
- When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors.
- Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect.
- Attempts to précis longer passages.
- Uses a wide range of devices to build cohesion within and across paragraphs.
- Assesses the effectiveness of their own, and others' writing.
- Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.

Transcription / handwriting

- Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.
- Decides, as part of their personal style, whether or not to join specific letters.
- Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).
- Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).

Vocabulary, spelling and punctuation

Uses commas to clarify meaning or avoid ambiguity.

Uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).

Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).

Understands how to convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).

- Uses brackets, dashes or commas to indicate parenthesis.
- Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).
- Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- Knowledge of verb prefixes (e.g. dis-, de-, mis-, over- and re-).

Transcription / spelling

- Uses further prefixes and suffixes and understands the guidelines for adding them.
- Spells some words with 'silent' letters, e.g. knight, psalm, solemn.
- Continues to distinguish between homophones and other words which are often confused.
- Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.
- Uses dictionaries to check the spelling and meaning of words.
- Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Uses a thesaurus.



Year 6 – Writing Skills Progression

Intent: At Pot Kiln we understand the importance of writing as an essential life skill. It is our intent at Pot Kiln to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their knowledge, ideas and emotions effectively. We seek to give pupils opportunities to write for a purpose alongside understanding the grammatical features needed to write. Children are provided with opportunities to develop and apply their writing skills within English lessons but also across the curriculum.

Composition

Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere.

Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

Ensures the consistent and correct use of tense throughout a piece of writing.

Proof-reads effectively for spelling and punctuation errors.

- Makes notes and develops initial ideas, drawing on reading and research where necessary
- When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors.
- Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience.
- Integrates dialogue to convey character and advance the action.
- Can shape and précis longer passages to adapt material appropriately for selected form.
- Uses a wide range of devices to build cohesion within and across paragraphs.
- Within paragraphs, cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters).
- Assesses the effectiveness of their own and others' writing.
- Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register

Transcription / handwriting

- Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.
- Decides, as part of their personal style, whether or not to join specific letters.
- Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).
- Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).

Vocabulary, spelling and punctuation

Uses the colon to introduce a list and uses semi-colons within lists.

Punctuates bullet points when listing information.

Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text).

Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken').

Recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/ request; go in/enter).

- Uses the colon to introduce a list and uses semi-colons within lists
- Shows knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').
- Uses linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as : 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis.
- Use a wide range of clause structures, varying their position within the sentence.
- Shows knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).

Transcription / spelling

Uses dictionaries to check the spelling and meaning of words.

Uses further prefixes and suffixes and understands the guidelines for adding them.

Spells some words with 'silent' letters, e.g. knight, psalm, solemn.

Continues to distinguish between homophones and other words which are often confused.

Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1

Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

Uses a thesaurus.

Writing at Pot Kiln

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Implementation

At Pot Kiln we use the Pie Corbett writing process, which develops both confidence and enjoyment in writing. This process involves three stages – Imitate, Innovate and Invent. Pupils will actively retell ("imitate") texts using text maps before writing the text. They will then innovate the text by making changes to make it their own. This then leads into the final stage of invention where pupils will write their own version of the text applying the skills they have acquired since the beginning of the process.

Spelling and grammar lessons will help children to acquire a wide vocabulary along with an understanding of how the English language is formed and to enable their spelling, grammar and punctuation within their writing to be accurate.

Impact

Through carefully chosen topics and texts, we want pupils to develop an enjoyment of the writing process across a range of genres. Pupils of all abilities will be able to succeed in writing. The impact will be measured through termly data analysis, in school writing moderation, learning walks and book looks.