



English Writing Progression Map 2021 - 2022

Intent

At Holy Trinity C.E. Academy we believe writing is a key life skill. We intend for our pupils to develop a love of writing and to be able to confidently communicate their knowledge and ideas clearly and creatively through their writing. We aim to teach transferable skills encouraging pupils to develop their writing skills across all areas of curriculum. We want pupils to broaden their vocabulary and be excited about using new words and phrases in their writing. We aim to enable pupils to apply the essential skills of grammar, punctuation and spelling. We set high expectations for all our children to take pride in their work with a targeted focus on presentation and handwriting.

Implementation

Writing lessons - Writing is taught using a unit approach with a balance of different types of writing planned throughout a term. Writing is taught as a process with pupils engaging with different types of writing and identifying varied features initially. Pupils are taught specific grammatical features that should be used within the text type or genre. Short and longer writing tasks are developed to ensure pupils are encouraged to develop stamina with their own writing. Pupils are encouraged to edit and improve their own and others' writing. Each class has a list of non-negotiable expectations which are displayed within the classroom.

Grammatical and punctuation skills which are features of the current text type are taught within lessons. These are taught within context and encouraged to be applied in other areas of the curriculum. Basic grammatical and punctuation errors are highlighted within the marking of pupils' work.

Phonics is taught using Little Wandle Letters and Sounds revised within Reception and Key Stage One. Within Key Stage Two, initial spelling assessment takes place to plan subsequent foci for spelling lessons. The spelling rule is introduced at the beginning of the week, before two further spelling sessions are provided, allowing pupils to apply the taught skills and assess their understanding.

At Holy Trinity C.E. Academy, we have high expectations with regard to the presentation of written work. Penpals for Handwriting is used as a handwriting style and regular handwriting lessons take place. Pupils within Year 4 earn a pen license and begin to write in pen when they are writing fluently.

Writing is assessed once every two weeks and is recorded in a separate writing book. Pupils are provided with a target for improvement and encouraged to apply this. Summative Writing sheets are used to ensure there is a wide range of text types taught throughout the year.

Writing is encouraged in other curriculum areas. Each term 5 or 6 pieces of writing are used to form a teacher assessment outcome. The evidence is entered into Target Tracker.

Impact

The impact of whole-school writing will be seen across the school with pupils who are enthusiastic and motivated writers who are confident and will enjoy writing for a wide variety of audiences and purposes, using a range of grammatical skills and rich, varied vocabulary. The impact of the curriculum is monitored and assessed through: learning walks, book scrutinies, writing moderation and assessment.



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End of EYFS Expectations

- Children to write sentences with words with well-known letter-sound correspondences using a capital letter and a full stop
- Spell words by identifying the sounds and then writing the sound with the letters
- Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher
- Write simple words and phrases that can be read by others

Key Stage 1 National Curriculum Expectations

- Pupils should be taught to:
develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
 - consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
 - make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Key Stage 2 National Curriculum Expectations

- Pupils should be taught to 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
 - 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]
 - 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



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| <ul style="list-style-type: none">• proof-reading to check for errors in spelling, grammar and punctuation for example, ends of sentences punctuated correctly• read aloud what they have written with appropriate intonation to make the meaning clear.• learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)• learn how to use: sentences with different forms: statement, question, exclamation, command• expanded noun phrases to describe and specify [for example, the blue butterfly]• the present and past tenses correctly and consistently including the progressive form• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)• some features of written Standard English• use and understand the grammatical terminology in discussing their writing.• Form lower-case letters of the correct size relative to one another• 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• write 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.• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly• learning 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• learning to spell common exception words• learning to spell more words with contracted forms | <ul style="list-style-type: none">• 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• proof-read for spelling and punctuation errors• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• using passive verbs to affect the presentation of information in a sentence• using the perfect form of verbs to mark relationships of time and cause• using expanded noun phrases to convey complicated information concisely• using modal verbs or adverbs to indicate degrees of possibility• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun• using commas to clarify meaning or avoid ambiguity in writing• using hyphens to avoid ambiguity• using brackets, dashes or commas to indicate parenthesis• using semi-colons, colons or dashes to mark boundaries between independent clauses• using a colon to introduce a list• punctuating bullet points consistently• use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.• write legibly, fluently and with increasing speed by 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 |
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| <ul style="list-style-type: none">• learning the possessive apostrophe (singular) [for example, the girl's book]• distinguishing between homophones and near-homophones• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly | <ul style="list-style-type: none">• use further prefixes and suffixes and understand the guidance for adding them• spell some words with 'silent' letters [for example, knight, psalm, solemn]• continue to distinguish between homophones and other words which are often confused• 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• use dictionaries to check the spelling and meaning of words• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary• use a thesaurus. |
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Holy Trinity CE Academy School
Progression document KS1 and KS2

Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Sentence Structure and Punctuation	<p>Express their ideas orally and feeling about their experiences using full sentences including the use of past, present and future tenses</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>Some use of past and present tenses</p>	<p>Use past and present tenses accurately</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p>Use present perfect verbs in addition to the past tense e.g. 'He has gone out to play' rather than 'He went out to play'</p>		<p>Use the perfect form of verbs to mark relationships of time and cause e.g. 'She has downloaded some songs', 'I had eaten my lunch'</p>	<p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use of subjunctive forms e.g. 'If Jim were class president...', 'The school requires that all pupils be honest.'</p>
	<p>Whilst speaking, make use of conjunctions with modelling and support from the teacher</p>	<p>Joining words and clauses using 'and' and 'then'</p>	<p>Vary sentences using subordination (when, if, that, because)</p> <p>Vary sentences using co-ordination (and, but, or)</p>	<p>Sentence openings-vary sentences for clarity</p>	<p>Use fronted adverbials including correct use of commas e.g. 'Later that day, I heard the bad news'</p>		<p>Use a wide range of controlled clause structures, varying their position within the sentence</p>
			<p>Use expanded noun phrases to describe and specify</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Use expanded noun phrases to convey complicated information concisely</p>	
		<p>Use patterned narrative structures e.g. 'once upon a time, 'long, long ago...' and 'lived happily ever after'</p>	<p>Use different types of sentences e.g. statement, command, question, exclamation</p>	<p>Express time, place and cause using conjunctions e.g. when, before, after, while, so, because</p>	<p>Develop the use of relative clauses beginning with who, which, where, that</p> <p>Extend the range of sentences</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>	<p>Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty</p>



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				Express time, place and cause using adverbs e.g then, next, soon, therefore	with more than one clause by using a wider range of conjunctions, including when, if, because, although	Use modal verbs or adverbs, indicating possibility e.g. 'The ride may be too scary', 'You should look for your little brother.'	
		Spaces are left between words		Express time and place using prepositions e.g before, after, during, in, because of			
	Write short sentences with words and known letter-sound correspondences using a capital letter and a full stop	Use capital letters and full stops to demarcate sentences	Capital letters, full stops usually used accurately				
		Use capital letters for names, places, the days of the week and personal pronoun I					
		Use/experiment with sentences using question marks and exclamation marks	question marks and exclamation marks usually used accurately				



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			Use apostrophes to show possession and contracted form in spelling		Use apostrophes to mark plural possession e.g. the girls' names, the boys' boots		
				Begin to use inverted commas to punctuate direct speech	Secure use of direct speech punctuation, including punctuation within and surrounding inverted commas	Use inverted commas correctly Use commas to clarify meaning or avoid ambiguity in writing	
			Use commas to separate items in a list			Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma Use brackets, dashes, to indicate parenthesis	Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list and punctuate bullet points consistently
							Use hyphens to avoid ambiguity e.g. man-eating shark v man-eating shark and recover v re-cover



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		Some features of written Standard English evident in writing e.g. 'He saw the dog' rather than, 'they seen the dog'	Features of written Standard English evident in writing e.g. 'They saw the dog', rather than 'He seen the dog'				Punctuate bullet points consistently
Text Structure and Organisation	Retell the story, some as exact repetition and some in their own words Write simple phrases and sentences that can be read by others	Structure own writing using some of the features of given form, audience and text type/genre e.g instructions, 'First, slice the bread'	Pupils' writing shows an awareness of purpose, form and audience		Able to use 1st and 3rd person appropriately and consistently throughout the text	Use mixed text types in writing for a variety of purposes	Use an appropriate form, audience and register to match purpose of the writing, Secure use of mixed genres for a variety of purposes
			Pupils' writing shows language and structural features of given text – type/genre e.g. recounts, instructions, non-chronological reports and narrative		Writing shows language and structural features of given text-type/genre		
			Opening / closing signalled e.g. 'Introduction/ development/ conclusion in non-fiction and	Use simple, organisational devices e.g. sub-headings, bullet points, text layout,	Use a range of organisational devices e.g. sub-headings, bullet points, text layout,	Writing is effectively controlled across texts e.g closings refer back to openings	Use a range of presentational and organisational devices to structure text and guide the



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			beginning, middle and ending in narrative			Use a wide range of presentational and organisational devices to structure text	reader e.g flashbacks, single line paragraph for effect
		Basic sequencing of ideas	Basic sequencing of ideas e.g. time related words or phrases, line-breaks, headings, numbers			Link ideas across paragraphs e.g use of adverbial phrases for time, place, number or tense choices	Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs
	Invent, adapt and recount narratives and stories with others orally	Sequence sentences to form short narratives	Narrative includes setting, character and plot	Narratives include opening, dilemma, conflict, problem, resolution, ending	Organise narrative into chapters, use structure: intro, build- up conflict, resolution	In writing describe setting, character and atmosphere Use flashbacks and non-linear text structures	
			Related points next to each other	With support begins to use paragraphs to organise ideas	Secure the use of paragraphs to organise ideas around a theme Some attempt to link paragraphs together across a text	Build cohesion within a paragraph e.g use of pronouns and conjunctions	Some shaping of paragraphs evident e.g highlight or prioritise information, build tension or interject comment



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Vocabulary	Learn new vocabulary	Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader	Use new vocabulary and patterned phrases from their reading	Varied vocabulary across fiction and non-fiction including technical vocabulary related to the subject	Vary vocabulary across fiction and non-fiction including technical vocabulary related to the subject	Select appropriate vocabulary to enhance meaning or emphasis in narrative e.g. 'the dragon trundled down the path'	Select vocabulary and grammatical structures that reflect the level of formality required
		Add detail to writing using simple descriptive language	Use adventurous vocabulary in their writing e.g. adjectives, verbs and adverbs in narrative	Use words and phrases that capture the reader's interest and imagination Begin to experiment with figurative language	Select appropriate vocabulary to create settings, characters and plot	Use descriptive language in order to create setting, character and atmosphere Use new vocabulary and patterned phrases from reading/ own experiences to help engage the reader	Use figurative language to develop setting, character and atmosphere
		Use vocabulary collected from cross curricular learning	Use technical vocabulary, e.g. the bakery, the forest canopy			Use technical language in non-fiction e.g. 'In 1066 William became King of England'	Vary vocabulary across a range of genres/text-types including technical vocabulary related to the subject



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					Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
	Use new vocabulary in different contexts	Take an interest in, enjoy and explore new vocabulary	Take an interest in, enjoy and explore new vocabulary in order to support their writing		Effectively use conjunctions, adverbs and prepositions to express time and cause and place	Take an interest in, enjoy and explore new vocabulary in order to support their writing	
			Use expanded noun phrases to describe/specify	Explore nuances of meaning through reading and discussion and apply in writing to create a specific effect	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases		Understand nuances in vocabulary choice
Handwriting		Sit correctly at a table, holding a pencil comfortably and correctly					



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	Write recognisable letters, most of which are correctly formed	Begin to form lower case letters in the correct direction, starting and finishing in the right place	Form lower-case letters of the correct size relative to one another				
			Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best unjoined	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			
		Form capital letters accurately	Write capital letters the correct size, orientation and relationship to one another and lower-case letters				
		Form digits 0-9	Write digits the correct size, orientation				



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		Understand which letters belong to which handwriting families and practise these				
			Use spacing between words that reflects the size of the letters			
				Increase the legibility, consistency and quality of their handwriting (downstrokes of letters are parallel and equidistant, lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)	Write legibly, fluently and with increasing speed (choosing whether to join or not specific letters, choosing which shape of a letter to use when given choices)	



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Planning and Drafting		Pupils plan with a clear purpose, audience and form	Pupils plan with a clear purpose, audience and form	Pupils plan with a clear purpose, audience and form	Pupils plan with a clear purpose, audience and form	Identify the audience and purpose Suggest an appropriate form of writing Plan with a clear purpose, audience and form	dependently identify and select the audience and purpose, form and style of writing Independently plan own ideas for developing characters and settings, narrative structure. Independently plan using appropriate features of non-fiction text type/mixed
	Say out loud what they are going to write.	Say out loud what they are going to write	Plan and/or rehearse orally what they are going to write	Discuss and record ideas before writing	Discuss and record ideas before writing		
		Compose a sentence orally before writing it	Encapsulate, sentence by sentence what they want to say	Compose/rehearse sentences orally specific to the genre/text-type	Compose and rehearse sentences orally specific to the genre/text-type		



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		Begin to organise their ideas in writing	Use the drafting process to gather and write down ideas and key words, including new vocabulary drawn from reading and discussion of different types of writing	Use reading experiences and understanding of structural organisers to help plan their writing in a genre/text-type	Use reading experiences and understanding of structural organisers to help plan their writing in a range of genre/text-types	Use note-making to record ideas using reading and research	Use note-making techniques to plan, develop and summarise ideas using reading and research where appropriate
			Develop a positive attitude towards and stamina for writing				
				Enhance the effectiveness of what is written	Enhance the effectiveness of what is written	Independently enhance the effectiveness of writing through reading, evaluating and redrafting	Make appropriate choices of grammar and vocabulary to clarify and enhance meaning
Evaluating and Editing		With support, if appropriate, reread sentences for sense	Re read ensuring it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form				



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		Discuss what they have written with others/teacher					
Evaluating and Editing		Evaluate impact on reader	Evaluate the effective use of word choice, grammar and punctuation	Evaluate own writing against the purpose, text structure, language features of the genre/text-type	Evaluate their own and others' writing against set criteria: planning purpose, text structure, language features of the genre/text-type	Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis Evaluate and edit own and others' writing against a set criterion, some of which may be generated by themselves	Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis Evaluate and edit own and others' writing against a set criterion generated by pupils
			Make simple additions, revisions, corrections, following proof-reading and evaluation of writing	Make improvements related to the needs of the children	Make improvements relating to the needs of the children	Ensure consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement	
			Proofreading to check for errors in spelling, grammar and punctuation	Proofreading to check for errors in spelling, grammar and punctuation	Proofreading to check for errors in spelling, grammar and punctuation	Proofreading to check for errors in spelling, grammar and punctuation	Proofreading to check for errors in spelling, grammar and punctuation



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					Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences	Learn use and apply the grammar for year 5, through discussion, editing and evaluating their own rereading and writing	Learn, use and apply the grammar for year 6 through discussion, editing and evaluating their reading and writing
		Re read aloud, clearly enough to be heard by others	Read aloud what they have written with appropriate intonation	Read aloud their own writing using appropriate intonation, tone and volume to make the meaning clear	Read aloud their own writing, using appropriate intonation, tone and volume to make the meaning clear	Present [perform] their writing, if appropriate, using intonation, volume and movement to make the meaning clear	Précis longer passages