



Progression Documents

Writing

Intent	Implementation	Impact
<p>At Spalding St Paul's Primary School, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want all pupils, regardless of ability, to have the opportunity to; acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they have learnt throughout their time at school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. The belief of all staff is that every child is encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. 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. We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.</p>	<p>The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. At Spalding St Paul's School, we use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Following on from the Phonics and reading part of the programme children go on to do a daily writing session where they learn to form letters, spell correctly and compose their ideas.</p> <p>From Year 2 we teach Writing as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers plan for targeted support for all pupils in order for them to achieve and produce learning, which is to the best of their ability, no matter their background. Opportunities are provided for pupils to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features. Teachers will assess pupils' current understanding of a genre through conducting a "cold" task writing activity to gauge what the pupils can do independently of any formal teaching. The areas of strength and those for development, identified from the "cold" task, are used to inform the planning and teaching for the imitation phase and innovation phase. Daily feedback provides all pupils with support on their learning journey as to their areas of strength and areas that need to be developed further, culminating in an independent piece of writing placing the pupils as sole creators. Detailed planning documents are provided to guide teachers on which text types to teach across the year.</p>	<p>The intended impact is that all pupils at Spalding St Paul's Primary School will enjoy writing across a range of genres. That pupils of all abilities will be able to succeed in all English lessons because learning will be appropriately scaffolded. All pupils will have exposure to a vocabulary rich environment in order for them to independently utilise in their writing in order to support their ability to adapt their writing based on the context and audience for the piece.</p>

Breadth of study:

Reading:

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing:

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning. References to developing pupils' vocabulary are also included in the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<ul style="list-style-type: none"> -words containing each of the 40+ phonemes taught -common exception words -the days of the week -name the letters of the alphabet in order -using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> -segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly -learning 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 -learning to spell common exception words -distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> -spell further homophones -spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> -spell further homophones -spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> -spell some words with 'silent' letters -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 Appendix 1 	<ul style="list-style-type: none"> -spell some words with 'silent' letters -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 Appendix 1
Other word building spelling	<ul style="list-style-type: none"> -using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -using the prefix un– -using –ing, –ed, –er and –est where no change is needed in the spelling of root words -apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> -learning the possessive apostrophe (singular) -learning to spell more words with contracted forms -add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly -apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> -use further prefixes and suffixes and understand how to add them -place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals -use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> -use further prefixes and suffixes and understand how to add them -place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals -use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> -use further prefixes and suffixes and understand the guidance for adding them -use dictionaries to check the spelling and meaning of words -use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> -use further prefixes and suffixes and understand the guidance for adding them -use dictionaries to check the spelling and meaning of words -use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	<ul style="list-style-type: none"> -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> -write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> -write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> -write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		
Contexts for Writing		<ul style="list-style-type: none"> -writing narratives about personal experiences and those of others (real and fictional) -writing about real events -writing poetry -writing for different purposes 	<ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	<ul style="list-style-type: none"> -saying out loud what they are going to write about -composing a sentence orally before writing it 	<ul style="list-style-type: none"> -planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> -discussing and recording ideas -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> -discussing and recording ideas -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> -noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> -noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none"> -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> -writing down ideas and/or key words, including new vocabulary -encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> -organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> -organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> -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 -precising 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 	<ul style="list-style-type: none"> -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 -precising longer passages -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader

Editing Writing	-discuss what they have written with the teacher or other pupils	-evaluating their writing with the teacher and other pupils -rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -proofreading to check for errors in spelling, grammar and punctuation	-assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proofread for spelling and punctuation errors	-assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proofread for spelling and punctuation errors	-assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proofread for spelling and punctuation errors	-assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proofread for spelling and punctuation errors
Performing Writing	-read their writing aloud clearly enough to be heard by their peers and the teacher.	-read aloud what they have written with appropriate intonation to make the meaning clear	-read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	-read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	-perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	-perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	-leaving spaces between words -joining words and joining clauses using "and"	-expanded noun phrases to describe and specify	-extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -using conjunctions, adverbs and prepositions to express time and cause (and place)	-extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	-use a thesaurus -using expanded noun phrases to convey complicated information concisely -using modal verbs or adverbs to indicate degrees of possibility	-use a thesaurus -using expanded noun phrases to convey complicated information concisely -using modal verbs or adverbs to indicate degrees of possibility
Grammar	-regular plural noun suffixes (-s, -es) -verb suffixes where root word is unchanged (-ing, -ed, -er) -un- prefix to change meaning of adjectives/adverbs -to combine words to make sentences, including using and -Sequencing sentences to form short narratives -separation of words with spaces -sentence demarcation (. ! ?) -capital letters for names and pronoun ('I')	-sentences with different forms: statement, question, exclamation, command -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 -suffixes to form new words (-ful, -er, -ness) -sentence demarcation -commas in lists -apostrophes for omission & singular possession	-using the present perfect form of verbs in contrast to the past tense -form nouns using prefixes (super-, anti-) -use the correct form of 'a' or 'an' -word families based on common words (solve, solution, dissolve, insoluble)	-using fronted adverbials -difference between plural and possessive -s -Standard English verb inflections (I did vs I done) -extended noun phrases, including with prepositions -appropriate choice of pronoun or noun to create cohesion	-using the perfect form of verbs to mark relationships of time and cause -using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun -converting nouns or adjectives into verbs -verb prefixes -devices to build cohesion, including adverbials of time, place and number	-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 -differences in informal and formal language -synonyms & Antonyms -further cohesive devices such as grammatical connections and adverbials -use of ellipsis
Punctuation	-beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	-learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, -question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	-using and punctuating direct speech (i.e. Inverted commas)	-using commas after fronted adverbials -indicating possession by using the possessive apostrophe with singular and plural nouns -using and punctuating direct speech (including punctuation within and surrounding inverted commas)	-using commas to clarify meaning or avoid ambiguity in writing -using brackets, dashes or commas to indicate parenthesis	-using hyphens to avoid ambiguity -using semicolons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list/punctuating bullet points consistently

Handwriting	<ul style="list-style-type: none"> -sit correctly at a table, holding a pencil comfortably and correctly -begin to form lower-case letters in the correct direction, starting and finishing in the right place -form capital letters -form digits 0-9 -understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> -use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -increase the legibility, consistency and quality of their handwriting 	<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 	<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
Grammatical Terminology	letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points