



# Progression of Writing in St Pius X 2020-2021

Updated: April 2020

## Curriculum Intent of Writing in St Pius X

*Here at St Pius X we understand the importance of being able to write and how this feeds into all other aspects of the curriculum. We want to equip children with the basic skills of writing building on these year on year. Here at St. Pius X we teach children to write a variety of genres, teaching them a variety of skills to become fluent writers. Our curriculum ensures that all children have plenty of opportunities to write for different purposes. We encourage writing through all curriculum areas and use quality texts to model examples of good writing.*

Phonic & Whole Word Spelling	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	• 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
	Year 2	• 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
	Year 3	spell further homophones • spell words that are often misspelt
	Year 4	spell further homophones • spell words that are often misspelt
	Year 5	• 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
	Year 6	spell correctly most words from the year 5 / year 6 spelling list
Other word building spellings	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	• 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
	Year 2	• 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
	Year 3	• 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
	Year 4	• 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
	Year 5	• 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 use
	Year 6	use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Transcription	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
	Year 2	• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
	Year 3	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	Year 4	

	Year 5	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
	Year 6	
Handwriting	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	• 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
	Year 2	• 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.
	Year 3	• 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
	Year 4	• 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
	Year 5	• 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
	Year 6	• 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
Context for Writing	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	
	Year 2	• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes
	Year 3	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	Year 4	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	Year 5	• 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
	Year 6	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)
Planning Writing	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	• saying out loud what they are going to write about • composing a sentence orally before writing it
	Year 2	• planning or saying out loud what they are going to write about
	Year 3	• 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

	Year 4	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>
	Year 6	drawing on reading and research where necessary <ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>
Draft Writing	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> </ul>
	Year 6	integrate dialogue in narratives to convey character and advance the action <ul style="list-style-type: none"> <li>• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• use verb tenses consistently and correctly throughout their writing</li> </ul>
Editing Writing	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece</li> </ul>

		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
	Year 6	• 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 • use verb tenses consistently and correctly throughout their writing integrate dialogue in narratives to convey character and advance the action • proofread for spelling and punctuation errors
Promoting Writing	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	• read their writing aloud clearly enough to be heard by their peers and the teacher.
	Year 2	• read aloud what they have written with appropriate intonation to make the meaning clear
	Year 3	• 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.
	Year 4	• 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.
	Year 5	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	Year 6	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	• leaving spaces between words • joining words and joining clauses using "and"
	Year 2	• expanded noun phrases to describe and specify
	Year 3	• 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)
	Year 4	• 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
	Year 5	use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility
	Year 6	select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Grammar
Grammar	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	• 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')
	Year 2	• 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
	Year 3	• 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)
	Year 4	• 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
	Year 5	• 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
	Year 6	select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use verb tenses consistently and correctly throughout their writing
Punctuation	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	• 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'
	Year 2	• 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)
	Year 3	• using and punctuating direct speech (i.e. Inverted commas)
	Year 4	• 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)
	Year 5	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis
	Year 6	use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)