



Progression of Writing in St Pius X 2021-2022

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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.

Ph o n i c & W h o l e W o r d S p e l l i n g	<u>Year Group</u>	<u>Learning Intention</u>
	Nursery	Hear and say the initial sound in words and begin to orally segment the sounds in simple words.
	Reception	Spell words by identifying the sounds and then writing the sounds with letters.
	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	
Oth er w o r d b u i l d i n g s p e l l i n g s	<u>Year Group</u>	<u>Learning Intention</u>
	Nursery	Hear and say the initial sound in words and begin to orally segment the sounds in simple words.
	Reception	Spell words by identifying the sounds and then writing the sounds with letters
	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	
Tra	<u>Year Group</u>	<u>Learning Intention</u>
	Nursery	Begin to use letters and shapes to communicate meaning.

nsc ription	Reception	Put words in order to make a simple phrase or sentence.
	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	
Ha nd wri ting	Year Group	Learning Intention
	Nursery	Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately.
	Reception	Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.
	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	
Co nte xt for Wri ting	Year Group	Learning Intention
	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	<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
	Year 5	<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
	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)
Planni ng Wri ting	Year Group	Learning Intention
	Nursery	Give meaning to the marks they are making as they are drawing, writing or painting
	Reception	Use talk to support the writing process.
	Year 1	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it
	Year 2	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about
	Year 3	<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
	Year 4	<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 structure
	Year 5	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary
Dra ft Wri ting	Year Group	Learning Intention
	Nursery	Begin to use mark making to communicate thoughts.
	Reception	Use writing to communicate thoughts, ideas, experiences and events.
	Year 1	<ul style="list-style-type: none"> sequencing sentences to form short narratives re-reading what they have written to check that it makes sense
	Year 2	<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
	Year 3	<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)
	Year 4	<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
	Year 5	<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 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
Year 6	integrate dialogue in narratives to convey character and advance the action • 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 a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing
Edi ting Wri ting	Year Group	<u>Learning Intention</u>
	Nursery	Discuss their writing with the teacher or other pupils
	Reception	Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections.
	Year 1	Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre.
	Year 2	• 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
	Year 3	• 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
	Year 4	• 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
Year 5	• 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	
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	
Pro mo ting Wri ting	Year Group	<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.	
Vo cab	Year Group	<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

ula ry	Year 3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility
	Year 6	<ul style="list-style-type: none"> • 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) <p>Grammar</p>
Gr am ma r	<u>Year Group</u>	<u>Learning Intention</u>
	Nursery	Add the prefix un- and the suffixes -ing, -ed, -er, -est, -s or -es where no change is needed in the spelling of root words.
	Reception	Add suffixes to spell longer words, including the suffixes -ment, -ness, -ful, -less and -ly.
	Year 1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	
Pu nct	<u>Year Group</u>	<u>Learning Intention</u>
	Reception	Begin to use punctuation (capital letter, full stop, question mark, exclamation mark).

uati on	Nursery	Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes).
	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)