

WRITING

SKILLS AND KNOWLEDGE PROGRESSION



"You can make anything by writing."

– C.S. Lewis

Writing Curriculum

At St Anne's Primary School, our English curriculum is based around the National Curriculum. We believe that an excellent English curriculum should encourage pupils to develop a passion for reading, provide quality writing outcomes and give pupils the confidence to have meaningful discussions with others. We aim to inspire pupils to expand their knowledge of a range of books and foster a positive relationship with literature. We recognise the importance of celebrating each pupil's ability to write clearly and accurately, adapting their language and style to cover a range of concepts and for pupils to take pride in their work. It is important that pupils build resilience and learn to speak and listen with accuracy to further develop their learning. We believe that teaching pupils to be proficient writers is one of the cornerstones of their primary education and is profoundly important to a pupil's development.

One of our approaches to the writing process in EYFS and KS1 incorporates the Talk for Writing model. Pupils are immersed in the genre and style of the text. Pupils learn to portray feelings and emotions of characters through the use of drama before becoming storytellers and writers. Pupils learn to work as a team, articulate orally and through actions and develop their knowledge of stories to support their early writing. Across KS1 and KS2, our writing follows a structured sequence which begins with a hook for learning with each unit centred around a book (for both fiction and non-fiction). The writing sequence enables pupils to practise skills necessary for the final outcomes of the unit, share ideas, take inspiration from modelled writes, review example pieces for guidance, plan their writing and produce a finalised written version. Our consistent whole school approach to the teaching of writing will ensure that we close any gaps and enable the highest possible number of pupils to attain well. It is carefully organised to support and complement our reading curriculum.

At St Anne's, we have a range of texts selected for each year group, that have been specifically chosen by teachers and the subject lead to enable pupils to fully engage in the curriculum. They are high-quality, inclusive and diverse and we aim to provide opportunities for pupils to encounter stories and issues that are representative of our society so that all pupils regardless of gender, race or religion are represented. Our curriculum is ambitious, but is carefully planned to meet the needs of all learners so whilst it stretches those who are able, it is accessible for children with additional needs. At St Anne's, we have a range of tools and techniques that we use to support and enhance the teaching of writing, including the use of ICT, drama and debate.

We have a large focus on vocabulary and recognise the importance of introducing pupils to new words they may not be familiar with, have multiple meanings and those which are subject-specific. We categorise such words into tiers and revisit vocabulary regularly throughout all of our writing sessions. We are keen to encourage talk and provide pupils with regular opportunities to develop their oracy skills through a range of carefully planned activities for every unit of writing and in each year group.

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

To support our writing further:

We use Monster Phonics for phonics and reading in EYFS, KS1 and for interventions where needed in KS2

We use Sounds and Syllables spelling scheme in KS2

We follow a progressive SPAG and punctuation overview

Year 1

Key Skills

Say out loud what they are going to write about

Compose a sentence orally before writing it

Sequence sentences to form short narratives

Re-read what has been written to check that it makes sense

Discuss what has been written (with the teacher or other pupils)

Read their writing aloud, clearly enough to be heard by their peers and the teacher

Key Knowledge

Know what they are going to write about

Know how to orally compose sentences

Know how to sequence sentences to form short narratives

Know how to check their written work makes sense by re-reading
Know how to project their voice for reading their own writing aloud

Year 2

Key Skills

Develop positive attitudes towards and stamina for writing
Write narratives about personal experiences and those of others (real and fictional)
Write about real events
Write poetry
Write for different purposes
Consider what they are going to write before beginning
Plan or say out loud what they are going to write about
Write 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-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
Read aloud what has been written with appropriate intonation to make the meaning clear

Key Knowledge

Know how to write narratives, recounts and poems about personal experiences and those of others (real and fictional)
Know how to write for different purposes (structure)
Know how to plan a piece of writing
Know how to make changes to work through revisions
Know how to proofread to check for errors

Year 3 & 4

Key Skills

Plan writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Discuss and record ideas
Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2

Writing Progression

Organise paragraphs around a theme
Create settings, characters and plot (in narratives)
Use simple organisational devices (in non-narrative material) [for example, headings and sub-headings]
Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Proofread for spelling and punctuation errors
Read 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

Key Knowledge

Know how to plan writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Know how to record ideas both orally and in written form
Know how to make drafts of writing by composing and rehearsing sentences orally
Know what paragraphs are and how they are used
Know what information should go in each paragraph
Know how to structure paragraphs
Know how to create interest through settings, characters and plots
Know how to use headings and sub-headings
Know how to review work and suggest/make edits
Know how to proofread written work

Year 5&6

Key Skills

Plan writing
Identify an audience for and purpose of a piece of writing
Select the appropriate form and use other similar writing as models for their own
Take notes and develop initial ideas, drawing on reading and research where necessary
When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Draft-write
Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
When writing narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
precising longer passages

Writing Progression

Use a wide range of devices to build cohesion within and across paragraphs
Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Evaluate and edit
Assessing the effectiveness of their own and others' writing
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Ensure the consistent and correct use of tense throughout a piece of writing
Ensure the 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
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Key Knowledge

Know how to plan a piece of writing
Know the varying audience-types for different genres of writing
Know how to select the appropriate form for a particular piece of writing
Know how to correctly take notes
Know when to research appropriately to gather information to support ones own ideas for a piece of writing
Know how to develop characters and settings drawing on evidence in books that show authors have also done this
Know what information is required to draft a piece of writing
Know how to choose appropriate grammar and vocabulary to enhance meaning in writing
Know how to maintain and build cohesion within and across paragraphs
Know how to use headings and sub-headings, bullet points
Know how to evaluate writing by reading through it and thinking about what went well and areas of development
Know how to edit writing to make improvements
Know how to assess own writing against a criteria
Know how to assess others' writing against a criteria
Know what to feedback to oneself and others when making/ suggesting changes to writing to make improvements
Know which tense to use for a particular style of writing
Know how to use a particular tense accurately throughout a piece of writing
Know how to use singular and plural for the correct subject-verb form agreement
Know the difference between language/speech and writing, recognising which to use and when
Know how to proofread writing
Know how to check for spelling and punctuation errors