

English Curriculum (WRITING) – Progression of Key Skills (Disciplinary Knowledge) and Knowledge

WRITING INTENT

Our aim at Northwick Manor is to encourage children to be independent writers and have the opportunity to write for a range of audiences and purposes across different text types. We aim to combine pupil’s physical development and their transcription skills to develop as writers. Younger pupils are systematically taught the grapheme phoneme correspondence alongside the correct size and orientation of letters. They use these to write simple words and sentences which can be read. This readily supports applying new skills in different contexts. All pupils use the writing process to help support ‘knowing more, remembering more and to connect learning.’

Pupils will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed around quality texts (which are often challenging and ambitious) in order for pupils to have high engagement and enthusiasm for their learning. Those texts, used in the development of English, often link to our chosen study periods in History. For example, Year 6: Goodnight Mr Tom dovetails the History strand ‘How did World War II affect life on the home front?’.

We strive for pupils to write clearly, accurately and coherently, adapting their language and style in (and for) a range of contexts, purposes and audiences. They will select vocabulary and grammatical structures that reflect what the writing requires. Using a structured scheme, pupils will be able to use a range of strategies to spell words mostly accurately according to their age.

We constantly strive to create a classroom environment and language rich curriculum where children are exposed to high quality language in varying form in a meaningful, deliberate and engaging way. Pupils are encouraged to be active participants and to have the confidence and ability to work collaboratively with others. Language acquisition and its use is at the core of all the reading, writing, and communication we expect of our pupils and children are given many opportunities to rehearse their writing through talk.

We want children to make well-informed and considered word choices to produce confident writers, who can compose, edit and improve their writing and have the skills needed for a 21st Century World.

N.C.Aims: 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 word, 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 in and 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.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Typical Composite End Goal
Competent Sequences							
Composition							
<ul style="list-style-type: none"> • Do they write simple phrases and sentences that can be read by others? 	<ul style="list-style-type: none"> • Do they orally rehearse sentences and sequence them to form short narratives? • Do they read own writing aloud clearly for others to hear and discuss? 	<ul style="list-style-type: none"> • Do they write simple, coherent narratives about personal experience and those of others (real or fictional)?? • Do they write about real events, recording these simply and clearly? 	<ul style="list-style-type: none"> • Do they write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter, report writing)? • Do they create settings, character and plot in narrative? • Do they use speech punctuation corrected when following modelled writing? 	<ul style="list-style-type: none"> • Do they write for a range of real purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)? • Do they create settings, character and plot in narrative? • Do they use speech punctuation correctly most of the time? 	<ul style="list-style-type: none"> • Do they write effectively for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)? • In narratives, do they describe settings, characters and atmosphere? • Do they begin to convey character and advance the action through dialogue, maintaining a balance of speech and description? 	<ul style="list-style-type: none"> • Do they 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)? • In narratives, do they describe settings, characters and atmosphere? • Do they integrate dialogue in narratives to convey character and advance the action? 	<ul style="list-style-type: none"> • Do they write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences ?

<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they write short narratives (real or fictional) which can be read by others? 	<p>Deepening Learning</p> <ul style="list-style-type: none"> Do they begin to write effectively and coherently for different purposes? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)? 	
Vocabulary and Grammar							
<ul style="list-style-type: none"> Do they begin to form simple sentences sometimes using punctuation? Do they write graphemes for each of the 44 phonemes? 	<ul style="list-style-type: none"> Do they write clearly demarcated sentences? Do they use 'and' to join ideas.? Do they use standard forms of verbs, e.g. go/went? 	<ul style="list-style-type: none"> Do they write different kinds of sentence: statement, question, exclamation, command? Do they use expanded noun phrases to add description & specification? Do they use conjunctions to join sentences (e.g. so, but)? Do they write using subordination (when, if, that, because). Do they write the correct use of verb tenses? 	<ul style="list-style-type: none"> Do they use conjunctions (when, so, before, after, while, because)? Do they use adverbs (then, next, soon)? Do they use prepositions (e.g. before, after, during, in, because of)? Do they experiment with adjectives to create impact?] Do they correctly use verbs in 1st, 2nd & 3rd person? Do they use perfect form of verbs to mark relationships of time & cause 	<ul style="list-style-type: none"> Do they vary sentence structure, using different openers? Do they use adjectival phrases (e.g. biting cold wind)? Do they select appropriate choice of noun or pronoun? 	<ul style="list-style-type: none"> Do they vary sentence structure, using different openers? Use adjectival phrases (e.g. biting cold wind). Do they select appropriate choice of noun or pronoun? 	<ul style="list-style-type: none"> Do they use subordinate clauses to write complex sentences? Do they use passive voice where appropriate? Do they use expanded noun phrases to convey complicated information concisely? Do they demonstrate appropriate use of vocabulary and grammar to suit both formal and informal situations - recognise subjunctive 	<ul style="list-style-type: none"> Do they select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately?
<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they use verb tenses with accuracy? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they accurately join words and clauses with a variety of commonly used conjunctions (and, but, so, because) 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they use detail and vocabulary to interest and engage the reader? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they consistently make choices about using sentences of different lengths and types? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they use detail and vocabulary to interest and engage the reader? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this? 	
Punctuation							
<ul style="list-style-type: none"> Do they write their name with a capital letter? 	<ul style="list-style-type: none"> Do they show evidence of: Capital letters. Full stops. Question marks. Exclamation marks. Do they use capital letters for names & personal pronoun 'I'. 	<ul style="list-style-type: none"> Do they use correct & consistent use of: Capital letters.? Full stops? Question marks? Exclamation mark? Commas in a list? Apostrophe (contractions)? Begin to use inverted commas? 	<ul style="list-style-type: none"> Do they use correct use of inverted commas for direct speech? 	<ul style="list-style-type: none"> Do they use: Apostrophe for singular & plural possession? Comma after fronted adverbial (e.g. Later that day, I heard bad news.)? Use commas to mark clauses? 	<ul style="list-style-type: none"> Do they use? Brackets. Dashes. Commas? Commas to clarify meaning or avoid ambiguity? Link clauses in sentences using a range of subordinating & coordinating conjunctions? Use verb phrases to create subtle differences (e.g. she began to run)? 	<ul style="list-style-type: none"> Do they use: Semi-colon, colon, dash to mark the boundary between independent clauses? Correct punctuation of bullet points? Hyphens to avoid ambiguity. Full range of punctuation matched to requirements of text type? 	<ul style="list-style-type: none"> Do they use the full range of punctuation taught at Key Stage 2 mostly accurately?
<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they demarcate a sentence with a capital letter and full stop independently? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they be consistently accurate in the use of the above? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they be consistently accurate in the use of the above? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they be consistently accurate in the use of the above? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they be consistently accurate in the use of the above? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing (e.g. contractions in speech)? 	<p>Deepening Learning:</p> <ul style="list-style-type: none"> Do they use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity? 	

Paragraphing							
<ul style="list-style-type: none"> Do they write their own first names (beginning to attempt surname) and other things such as labels and captions? 	<ul style="list-style-type: none"> Do they clearly sequence sentences [as introduction to paragraphs]? 	<ul style="list-style-type: none"> Do they write under headings [as introduction to paragraphs]? 	<ul style="list-style-type: none"> Do they group ideas into paragraphs around a theme? Do they write under headings & subheadings? 	<ul style="list-style-type: none"> Do they use connectives to link paragraphs? Do they organise paragraphs around a theme? 	<ul style="list-style-type: none"> Do they consistently organise ideas into paragraphs? Do they link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)? 	<ul style="list-style-type: none"> Do they use a wide range of devices to build cohesion within and across paragraphs? Do they use paragraphs to signal change in time, scene, action, mood or person? 	<ul style="list-style-type: none"> Do they 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)?
<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they sequence a simple narrative? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they sequence a complex narrative/ non-fiction? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they group ideas into paragraphs around a theme? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they consistently use paragraphs? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they develop character through description, actions and dialogue? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing (e.g. contractions in speech)? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this? 	
Writing Process							
<ul style="list-style-type: none"> Do they write simple sentences which can be read by themselves and others? Some words are spelt correctly and others are phonetically plausible? 	<ul style="list-style-type: none"> Do they include a simple beginning, middle and end in writing? Do they re-read what has been written to check it makes sense? Do they read aloud own writing clearly enough to be heard by peers and the teacher? 	<ul style="list-style-type: none"> Do they write for different purposes (including poetry)? Do they proof-read to check for errors in spelling, grammar and punctuation? Do they re-read writing to check for correct and consistent tense? 	<ul style="list-style-type: none"> Do they assess the effectiveness of own and others' writing? Do they proof-read for spelling, grammar and punctuation errors and self-correct? 	<ul style="list-style-type: none"> Do they create settings, characters and plot in narratives? Do they write non-narratives using appropriate organisational devices? Do they assess the effectiveness of their own and others' writing and suggests improvements? 	<ul style="list-style-type: none"> Do they use own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere? Do they proof-read own work for spelling and punctuation errors? 	<ul style="list-style-type: none"> Do they use drafting? Do they précis longer passages appropriately? Do they proof-read writing for wider audience to ensure accuracy of spelling and punctuation? 	<ul style="list-style-type: none"> Do they plan, draft, edit and re-draft when writing for an audience?
<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they write about personal experiences with a clear sequence of events? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they begin to write effectively and coherently for different purposes? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they make simple additions and revisions and proof-reading corrections to their own writing? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they improve the quality of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)? 	
Handwriting							
<ul style="list-style-type: none"> Do they handle equipment and tools effectively, including pencils for writing? 	<ul style="list-style-type: none"> Do they sit correctly at the table and holds a pencil comfortably and correctly? Are spaces evident between words? Is there correct formation of lower case – finishing in right place and capital letters? Do they form digits 0-9 correctly? 	<ul style="list-style-type: none"> Is there evidence of diagonal & horizontal strokes to join? Are words are almost always appropriately spaced and consistently spaced in relation to the size of the letters? 	<ul style="list-style-type: none"> Is handwriting legible and joined? Do they use diagonal and horizontal strokes to join letters and understand which letters when adjacent to one another or best left unjoined? 	<ul style="list-style-type: none"> Is handwriting legible, joined and of consistent quality (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)? 	<ul style="list-style-type: none"> Is there a legible and fluent style? 	<ul style="list-style-type: none"> Is there a legible, fluent and personal style with increasingly efficient speed? Do they know which letters join and which writing implement is best suited to a task? 	<ul style="list-style-type: none"> Is there a legible and fluent style?
<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they form most letters correctly? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they use the diagonal and horizontal strokes needed to join letters in most of their writing? 	<p><i>Deepening Learning:</i></p>	<p><i>Deepening Learning:</i></p>	<p><i>Deepening Learning:</i></p>	<p><i>Deepening Learning:</i></p>	

Spelling							
<ul style="list-style-type: none"> Do they use their phonic knowledge to write words in ways which match their spoken sounds? Do they also write some irregular common words.? 	<ul style="list-style-type: none"> Do they segment spoken words into phonemes and represent these by graphemes, spelling any words in a phonetically plausible way? 	<ul style="list-style-type: none"> Do they apply phonic knowledge to spell an increasing number of complex words? Do they recognise phonic irregularities? 	<ul style="list-style-type: none"> Do they use prefixes and suffixes? Do they spell unusual spellings e.g. – ure, ch (k), gue, que, Do they spell some homophones accurately? Do they spell many words from the Word Lists 3 and 4? 	<ul style="list-style-type: none"> Do they use prefixes and suffixes accurately? Do they spell unusual spellings e.g. – ure, ch (k), gue, que,? Do they spell many homophones accurately? Do they spell most words from the Word Lists 3 and 4? 	<ul style="list-style-type: none"> Do they apply word endings to root words e.g. – cious, tious, cial etc Do they begin to apply use of hyphens to avoid ambiguity? Do they spell some words with silent letters? Do they spell many homophones accurately? Do they spell some words from the Word Lists 5 and 6? 	<ul style="list-style-type: none"> Do they apply word endings to root words e.g. – cious, tious, cial etc? Do they apply use of hyphens to avoid ambiguity? Do they spell many words with silent letters? Do they spell most homophones accurately? Do they spell many words from the Word Lists 5 and 6? 	<ul style="list-style-type: none"> Do they spell most words from the Year 3 and 4 Word list and most words from the Year 5 and 6 Word List?
<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they apply phonemes taught consistently and with accuracy in their own writing? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they spell most Y1 common exception words accurately and make phonetically plausible attempts at spelling unfamiliar words? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they spell most common exception words*? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they accurately apply spelling rules to unfamiliar words? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they accurately apply spelling rules to unfamiliar words? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they accurately apply spelling rules to unfamiliar words? 	<p><i>Deepening Learning:</i></p> <ul style="list-style-type: none"> Do they accurately apply spelling rules to unfamiliar words? 	