

Writing Progression in the Primary



Composition

Grammar

Writing

Writing

Spelling



Handwriting

- Mark making
- Letter formation
- Letter joining

a b c d e f

g h i j k l

m n o p q

r s t u v w

x y z



Spelling and grammar

- Letter patterns / sounds
- Punctuation
- Sentence structure

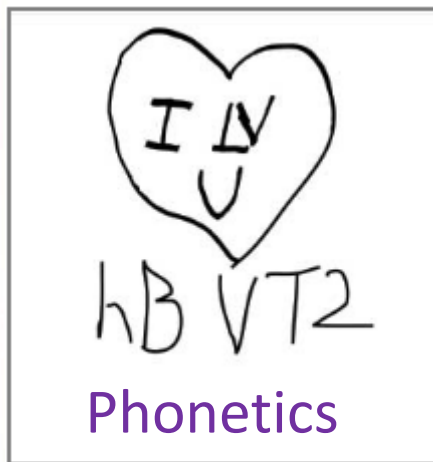
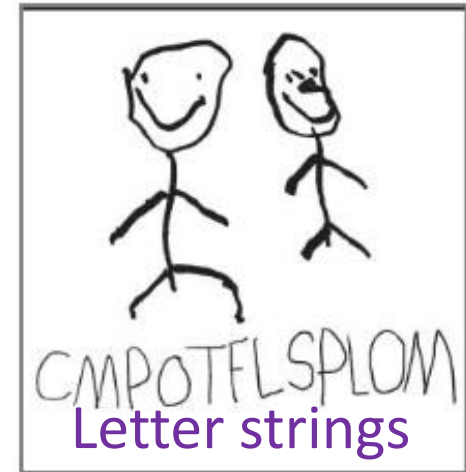
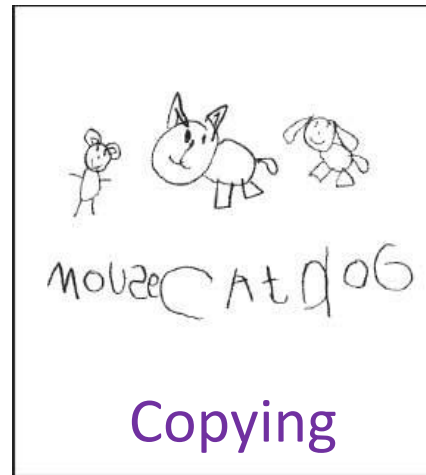


Composition

- Genres / purposes of writing
- Creative thinking / generation of ideas
- Grouping of ideas
- Editing and improving



Writing in the Early Years



What has been written?

My nIS dres



My nice dress

I. Love. skL
skL. is.
GRAT.

I love school.
School is great.

We wn to the s

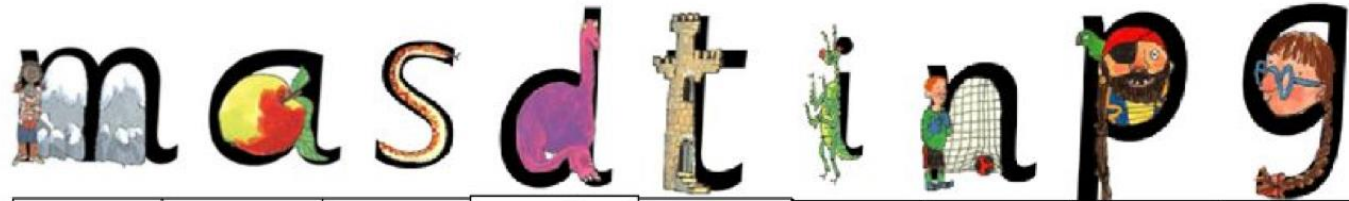
We went to the
shop.

Thehcanr

The horse can run.



Letter formation



Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair and give her a curl
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All around the orange	Curl around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
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Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn, up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side
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My RWI
Sound
Mat



End of EY expectations

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



**TOP
TIPS**

1. Read everyday
2. Provide opportunities for writing
3. Positive reinforcement
4. Ask for support if you are unsure!

Writing for a purpose

Writing at length


Disaster strikes!
 One ordinary day Disaster strikes! Both hands
 fell off. We got trapped. It was not good.
 Miss Crabbs said what on earth? She was furious
 about getting trapped. Every one was bawling up and crying so
 loudly that it really burst my ear drums. It was so so so so
 loud. I know that too. The boys was staying a little bit.
 I was worrying and worried. Every one was shouting help
 help help. It was so so loud. I was worrying. Miss Crabbs
 was crying too. Rachel was crying. I saw Miss Henderson
 she was alone. Miss Crabbs saw that every thing is impossible.
 So she ripped the bar. She was over here.
 People were cheering for her. I saw the smile
 on her face. That was my story. Hope you like it.

Y2 – Story writing

You will need to
 Difor the letar.
 You will need to draw
 A Van.
 You will hit to Sut the
 letar.
 You will hit to Qif
 to dlifa. letars to Pipul.

Y1 – instructional writing

Stuck in the tree there was a cat.
 Stuck in the tree there was a rat.
 Stuck in the tree there was a bat.
 Stuck in the tree there was a glass window.
 Stuck in the tree there was a huge sky school.
 Stuck in the tree there was a big balloon.
 Stuck in the tree there was a deepy case.
 Stuck in the tree there was a furious
 fox.



Y1 – poetry linked to a text



One sunny morning in the Isle of
 Skye Mrs Macleod and Mr McCall were
 busy not making a weekend
 to the Mail came and was packed



"as I took the mail I asked
 Mrs Macleod 'No' said
 Mr McCall 'but for the sake of the
 and the children were content"

Y2 – Story retell

My Nativity

It was Sun being in
 our christmas play I
 was an Star so my
 group talked about
 including a star
 for Mary and Joseph
 After the play I felt proud

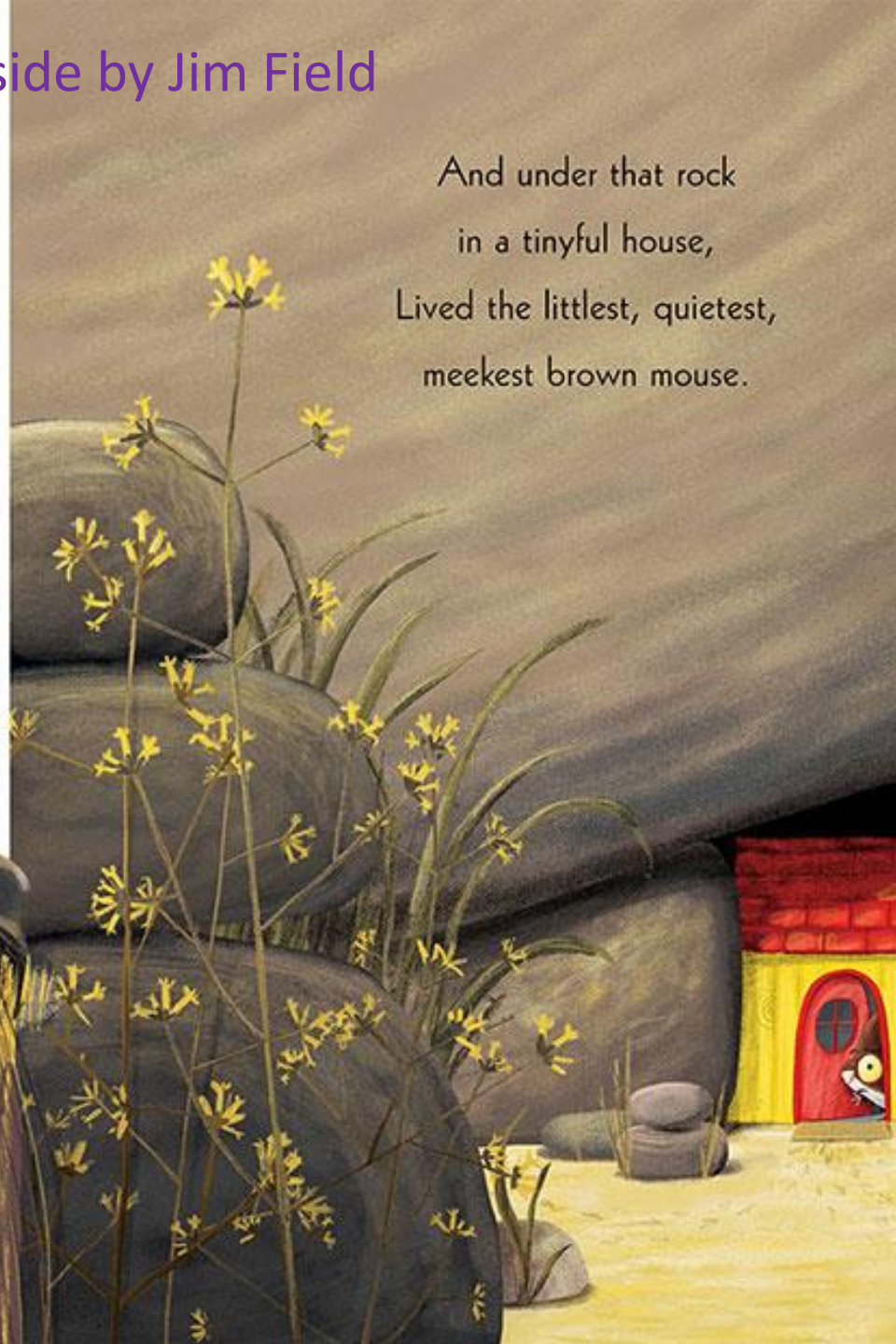
Y1 – personal experience

The Lion inside by Jim Field

In a dry dusty place where
the sand sparkled gold,
Stood a mighty flat rock –
all craggy and old.



And under that rock
in a tinyful house,
Lived the littlest, quietest,
meekest brown mouse.



End of KS1 expectations



Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form 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.

1.

Read with/to your child everyday

2.

Encourage children to work with independence
Ask question prompts to support editing.

3.

Model correct handwriting, punctuation, pencil grip...

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.


4.



LKS2 Handwriting

The expectation by the end of LKS2 is for all children to be able to use joined up writing.

Thursday 8th December 2022
I can complete a first person account.



Yesterday, my class and I went for a school trip to the Natural History Museum. We got the train to the museum and Mr. Carmichael (my mum), Tippany, Mwanalusi (a little bit) and I were playing 'I spy'.

Finally, when we got there, I was really excited and overjoyed to explore the museum with my group! First, we all had a clipboard, a sheet and a pencil. What we did in ^{complete} ~~completing~~ a bit of it. Later on, we went to the Dinosaur Room and saw a robot dinosaur! It looked so real! After that, on our clipboards, we were completing and answering some questions ^{Christmas jumper} and a Santa Hat! Then, we gave our clipboards gently and nicely to Mrs. Filippi and walked to the Blue Whale Room. It was so, so COOL and MASSIVE! I felt REALLY starving. Above me, I saw a huge killer whale and it looked so AMAZING! There were loads of people about. All the different whales and it was INCREDIBLE! There were so many different whales!

After that, my group and I were going to get our packed-lunch. NOW I WAS EXCITED! When I was getting my packed-lunch, I saw my friend called Mia from my Italian Class. What a surprise! For lunch, I had a chicken sandwich, some cheese and onion French Fries, a Kit Kat, some cucumbers and a banana (but I didn't eat it).

Then, we went to a Dino Show and we learnt all about a long time ago when dinosaurs. I would give it a 5 STAR! Dippy the Diplodocus was SO ADORABLE! (He was a puppet).

On a beautiful, cloudy day, I decided to take me to the river. When we were walking silently, I was looking around like I was a bit lost. Finally, in the afternoon, we arrived at the blue, peaceful river.

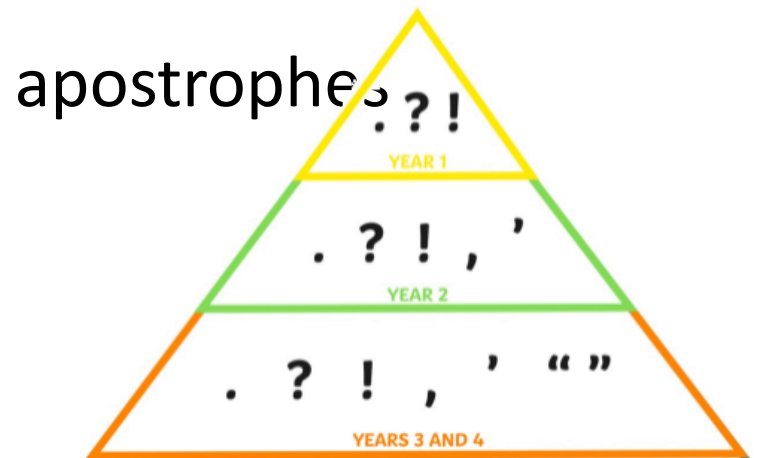
I could see young, joyful children picking red, juicy berries. How delicious! I also saw some aggressive, old men fishing for some yummy, raw fish. I could see some bright, colourful fish swimming in the calm, ^{peaceful} river. I also saw some green, mammoth trees moving really swiftly because the air was moving it. I could see the topaz, long river pushing the fish along the water calmly. How calm! I also saw some fresh, green grass below me.

I could hear the excited, young children laughing and joking together as they were picking the ripe, fresh berries. I heard the ancient, angry men roving ^{with} each other. I could hear men celebrating cheerfully and cheering happily together when they caught a golden, raw fish. HOW AMAZING! I could hear the straight, calm river move swiftly and silently. I heard the blue, soft, baby birds singing a sweet melody. What a lovely tune! I heard loud, roaring shouting from the other side of the river. So annoying!

I could smell freshly the ripe, delicious berries from the small, brown basket. YUMMY! I could smell some raw, silver fish from the other side of the river. YUCKY!

LKS2 Spelling and Grammar

- Inverted Commas
- Fronted adverbials
- Expanded noun phrases
- Extended use of commas – lists, fronted adverbials
- Extended use of apostrophes



Fronted Adverbials

In the distance, he could see the train coming.

As fast as he could, Jack ran home from school.

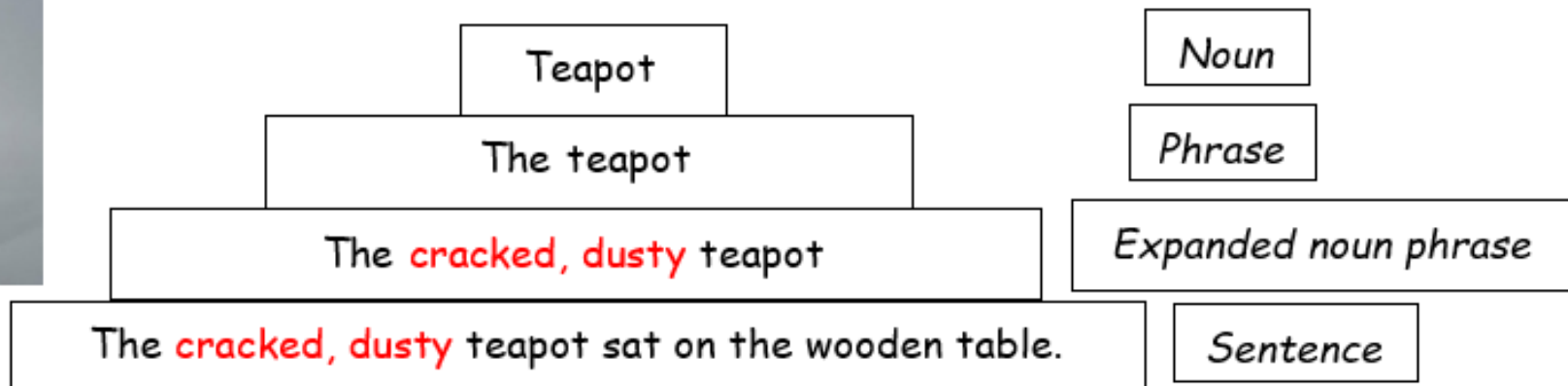
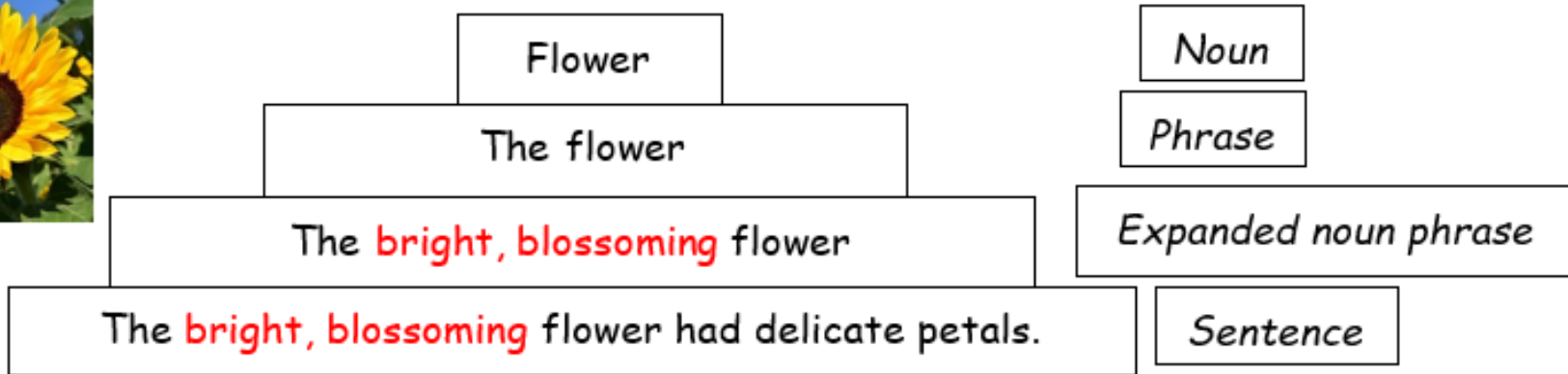
Completely exhausted, Holly clambered out of the pool.

What could you do? What adverbial could we use in relation to time?

He received his award.



Expanded Noun Phrases



LKS2 Composition

- Features of writing from example texts
- Success Criteria including new grammar learning
- Children create own work (cross curricular)
- Edit and improve
- Self and peer assessments



SUCCESS CRITERIA: DIARY WRITING



	Peer assessment:	Self-assessment:	Teacher:
Does it include the date and time ?			
Are the events in chronological order (time order)?			
Is it in the past tense ?			
Is it in the first or third person ?			
Does it include an introduction to set the scene ?			
Have you used words relating to time ? e.g. next, meanwhile, within hours, soon afterwards, weeks later, etc.			
Have you included personal feelings and emotions ?			
CHALLENGE: Have you included any inverted commas?			
Have you included any fronted adverbials?			
Don't forget to reread your work carefully when you have finished!			



Sunday 8th June
2022

the weirdest day that I
 somehow ended up in the
 forest when I was in this
 road and I suddenly tripped,
 worried and puzzled.

I was in the cave. I slowly
 realised ~~again~~ that I was
 being ~~led~~ ^{led} exhausted until

a shirt, red fabric shoe that
 made from animal skin ^{synthetic} brown
 have a leather brown bag,
 choker and close to each other
 dragged me somewhere. I was

light, when she took me
 in it confused any more.
 kind that they even gave
 so worried and puzzled.

her name and her name
 an extra but that I
 Finally I can go to sleep

tell you everything

Dear Diary

You won't believe
 what I did

I suddenly was walking in
 the forest and fell
 into a cave.

Then, I ^{suddenly} came out
 I saw a group
 of trees. I
 loved and took
 photos of the forest.

Next, I saw
 a woman ^{who} I
 it was an old
 then all the
 ~~time~~. She also

After ~~that~~, she was
 somewhere. We
 it looked like she
 her family.
 her name
 family was ^{not}
 suddenly gave

26.10.22 Finally we went
 then ^{we} camped
 and stayed
 warm and did

28.11.22

* There were three young boys about the age of
 10 ~~pushing~~ ^{up} giggling and picking ripe fresh
 berries behind us.

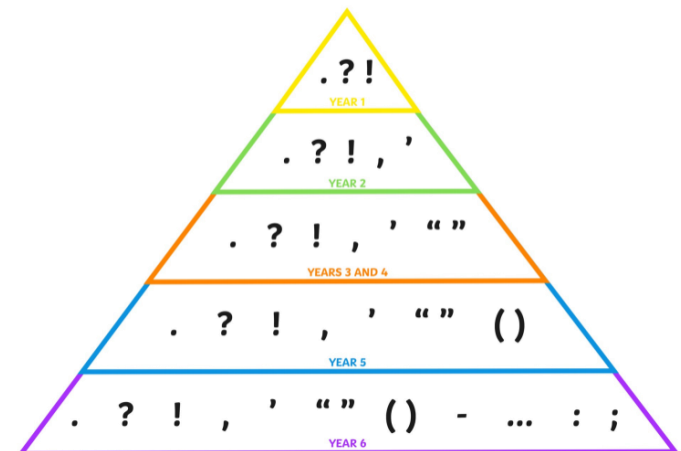
* I could see white and brown rabbits, light brown
 ~~fox~~ reindeers and dark brown bears same on the
 hills same in the forest.

* As the long ^{and} tiring day I came to a
 place I yawned deeply.

* We had some fresh bear, reindeer and
 horse along with fresh caught fish. One's father
 had caught and some freshly picked berries.

UKS2 Spelling and Grammar

- Word list
- Everything plus parenthesis, dashes, brackets, colons, semi-colons, inverted commas included within narrative





accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

Inverted Commas

"I'm pleased to have raised so much money," said Captain Tom.

Captain Tom said that he was please to have raised so much money.

The boy said the
teacher was silly.

Captain Tom exclaimed, "Let's go and do some more laps of the garden!"

Parenthesis

Albert the alien (who had no training) was in charge of the wrecking ball.

Albert the alien, who was feeling hungry, went for his lunch break.

Albert the alien - and he was shocked to discover this - had left his packed lunch at home.



UKS2 Composition

- Genres of writing - formal/informal
- Appropriate use of grammar and sentence structure
- Use of success criteria
- Continuous editing and redrafting (never the whole piece of work)



Success criteria

- I can write using formal language and an impersonal voice
- I can use a range of conjunctions, adverbials and clauses (subordinate, embedded, relative)
- I can structure my writing into paragraph
- I can use technical vocabulary
- I can use a range of sentence structures
- I can use accurate punctuation - , ;
- I can include examples of passive voice in my writing

disastrous
environment
recognise
temperature

variety
opportunity
necessary
sufficient

Furthermore
Moreover
However
On the other hand
In spite of this,
Alternatively,
In addition to this,
In comparison,

Tuesday 11th October 2022

Li: To write an informal recount.

On Thursday, straight after a breakfast of cereal, ^{hurriedly} toast and hash browns. I ^{hurriedly} rushed down the ^{wood} stairs to fill my ^{water} bottle with ice cold water and put my outdoor shoes on; ready for the Super Swing. We met outside on a small hill of grass outside the Seaview house. Our ^{instructor} ~~was~~ ^{was going to be leading us} the Super Swing ^{was} Harry ^{and we} were jumping with excitement. Once we were ready, we trudged all the way to the Super Swing ^{site} which ^{was} in the woods. ^{It} had rained ^{yesterday} so it was quite damp but it didn't matter we were still going to have fun. * was going to be ^{helping} ^{teaching} us on the Super Swing.

^{and excitement} We arrived at the Super Swing full of anticipation. After that, we quickly set our goals; my plan was to go on the black level as a warm up, then red. However, we first needed to listen to Harry's instructions, we ^{used} were using half-body harnesses (or sit harnesses) ^{and then we} put on our helmets (mine was the size medium to large). I was in a group ^{of three} with Jorge and Mrs. Kyriacou ^{and myself} because they both wanted to go on the same levels as me. Now we were ready to go.

Harry strapped us into the many layers of safety gear and we were slowly being lifted up, it felt like we were going higher than the trees. It was my job to pull the tennis ball ^(that which would release us). Then my excitement took over my hesitation. I pulled the tennis ball with all my might. The

End of KS2 expectations

Working at the expected standard

The pupil can:

- 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, describe settings, characters and atmosphere
- 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
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 list and use a dictionary to check the spelling of uncommon or more ambitious words
- maintain legibility in joined handwriting when writing

Working at greater depth

The pupil can:

- 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)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- 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.[^]

[There are no additional statements for spelling or handwriting]





1. Support children to develop a rich vocabulary.
2. Give the children time - build a piece of writing over days/weeks.
3. Be creative! Provide opportunities for writing for different purposes.
4. Encourage your child to included the grammar and punctuation they have been using in class.



