

St Cuthbert's Primary School

Curriculum Progression in Writing



Year Group	30-50 months	40-60 months
Early Years	<p>Uses one-handed tools and equipment, e.g. makes snips in paper with scissors</p> <p>Hold pencil between thumb and two fingers, no longer uses whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letter, e.g. letters from their name.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meaning to marks that they see in different places.</p>	<p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement to retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Handles equipment and tool effectively, including pencils for writing.</p> <p>Shows good control and co-ordination in large and small movements.</p> <p>Gives meaning to make they make and they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sounds in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Write own name and other things such as labels and captions.</p> <p>Attempts to write short sentences in meaningful context.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>

		<p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p>
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Transcription Handwriting	Year 1	Year 2	Year 3 & 4	Year 5 & 6
	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the correct place – beginning to use the diagonal and horizontal strokes needed to join letters.</p> <p>Form capital letters.</p> <p>Form digits 0-9</p> <p>Understand which letters belong to handwriting families and practise these.</p> <p>Leave spaces between words.</p>	<p>Form lower-case letters of the correct size relative to one another – with clear ascenders and descenders.</p> <p>Use the diagonal and horizontal strokes needed to join letters.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes needed to join letters beginning to join letters.</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p>	<p>Write legibly, fluently and with increasing speed.</p>

Composition	<p>Write sentences by:</p> <p>Saying out loud what they are going to write Composing a sentence orally before writing Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real or fictional) Writing about real events Writing poetry Writing for different purposes</p>	<p>Plan their writing by:</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas</p>	<p>Plan their writing by:</p> <p>Identifying the audience for and the purpose of their writing, selecting the appropriate form and using other similar writing as models for their own compositions Noting and developing initial ideas, drawing on reading and research where necessary Considering how authors have developed characters and settings in books pupils have read, listened to or seen performed</p>
	<p>Discuss what they have written with the teacher and others</p>	<p>Consider what they are going to write by:</p> <p>Planning or saying aloud what they are going to write about Writing down ideas, key words, including new vocabulary Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with a teacher Re-reading to check that their writing makes sense Proof-reading to check for errors in grammar, punctuation and spelling</p>	<p>Draft and write it by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Organising paragraphs Creating settings, characters and a plot Using simple organisational devices (e.g. headings, sub-headings etc.)</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and other's writing and suggesting improvements Proposing changes to grammar and vocabulary in order to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Draft and re-write by:</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build up cohesion within and across paragraphs Using further organisation and presentation devices to structure text and guide the reader</p> <p>Evaluate an edit by:</p> <p>Assessing the effectiveness of the own and other's writing Proposing changes to grammar, vocabulary 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</p>

	<p>Reading aloud their writing clearly enough to be heard by the teacher and others.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning in clear.</p>	<p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>
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