

Writing Curriculum Progression of Skills and Knowledge



At Westfields Junior School, our intention is that all children leave with the tools to be imaginative, confident and accurate writers. Writing opportunities are based upon exploration of high-quality texts and authors, using these as a model for their own writing. Through exploration of these texts, children learn how to make choices regarding spelling, punctuation, grammar and vocabulary, selecting these appropriately for the audience and purpose. These skills are embedded and built upon with regular opportunities to practise as well as high expectations from teachers. When children's skills fall below the expected standard, targeted support is given to close the gap. Westfields' writers strive to have secure transcriptional skills which allow them to effectively compose writing, using their imagination and excellent understanding of text types so that children move to secondary school with the skills and knowledge required to succeed in all areas of learning.

The National Curriculum for English Years 3 - 6

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.

Writing Curriculum Progression

	Year 3	Year 4	Year 5	Year 6
Transcription	<ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell homophones. • Spell words that are often misspelt. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. • Write simple sentences, dictated by the teacher, that include words and punctuation. • Correctly spell and apply at least 50% of the words on the Year 3/4 spelling list. 	<ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell homophones. • Spell words that are often misspelt. • Use the possessive apostrophe accurately (e.g. girls', boys', children's). • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. • Write simple sentences, dictated by the teacher, that include words and punctuation. 	<ul style="list-style-type: none"> • Use knowledge of word structure and origins when spelling and understand that the spelling of some words needs to be learnt specifically. • Use the first 3 or 4 letters of a word to check spelling and meaning in a dictionary. • Use a thesaurus. • Use prefixes and suffixes and understand the guidance for adding them. 	<ul style="list-style-type: none"> • Use knowledge of word structure and origins when spelling and understand that the spelling of some words needs to be learnt specifically. • Use dictionaries to check the spelling and meaning of words. • Use a thesaurus. • Use prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters (e.g. knight, psalm, solemn).

		<ul style="list-style-type: none"> • Correctly spell and apply the words on the Year 3/4 spelling list. 	<ul style="list-style-type: none"> • Spell some words with 'silent' letters (e.g. knight, psalm, solemn). • Distinguish between homophones and other words which are often confused. • Correctly spell at least 50% of the words on the Year 5/6 spelling list. 	<ul style="list-style-type: none"> • Correctly spell and apply on the words on the Year 5/6 spelling list.
Handwriting	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • Write legibly. • Develop stamina so that handwriting is consistently of a high quality. 	<ul style="list-style-type: none"> • Use diagonal and horizontal strokes that are needed to join letters and understand which letters are best left un-joined. • Write legibly. • Demonstrate stamina with handwriting that is consistently of a high quality. 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. • Write legibly, fluently and with increasing speed. 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. • Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
Composition and Effect	<ul style="list-style-type: none"> • Plan my writing by discussing writing similar to that which I am planning to write. • Plan my writing by discussing and recording ideas. • Compose and rehearse sentences orally using a varied and rich vocabulary. • Draft and write an increasing range of sentence structures. • Evaluate and edit writing for clarity, content and accuracy. • Evaluate and edit by assessing the effectiveness of my own and others' writing. • Ensure my writing is clear in purpose. • Make specific vocabulary choices e.g. 'terrier' not 'dog'. • Expand detail/events to which may be supported through vocabulary and explanation. 	<ul style="list-style-type: none"> • Discuss a 'model' text in order to understand and learn from its structure, vocabulary and grammar. • Plan my writing by discussing and recording ideas. • Plan for and use paragraphs to show change of action, time or place. • Evaluate and edit by assessing the effectiveness of my own and others' writing and suggest improvements. • Create settings, characters and plot in narratives (stories). • Use a varied and rich vocabulary. • Use description or detail in both narrative and non-narrative that is expanded through an appropriate and precise range of vocabulary. • Use figurative language such as similes and alliteration. 	<ul style="list-style-type: none"> • Note and develop initial ideas, drawing on reading and research where necessary. • Identify the audience for and purpose of writing. • Select the appropriate form and use other writing as models for my own. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Evaluate and edit by assessing the effectiveness of my own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Use expanded noun phrases to convey complicated information concisely. • Choose formal or informal register for the audience and purpose of the writing. 	<ul style="list-style-type: none"> • Note and develop initial ideas, drawing on reading and research where necessary. • Identify the audience for and purpose of writing, selecting the appropriate form and using other writing as models for my own. • Evaluate and edit by assessing the effectiveness of my own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Describe settings, characters, and atmosphere, integrating dialogue to convey character and advance the action in narratives. • Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision. • Use figurative language such as similes, alliteration, metaphors and personification in a range of writing.

			<ul style="list-style-type: none"> Establish a viewpoint and maintain it. Use figurative language (similes, alliteration, metaphors and personification) in poetry. Ensure the content of the writing is balanced between action, description, dialogue, fact and comment. 	<ul style="list-style-type: none"> Select verb forms for meaning and effect (e.g. deliberate change of tense).
Text Structure and Organisation	<ul style="list-style-type: none"> Organise paragraphs around a theme. Use simple organisational devices (headings and sub-headings). Organise my writing into logical parts and write linked sentences for each. Select nouns and pronouns to provide clarity for the reader. Vary nouns and pronouns to avoid repetition. 	<ul style="list-style-type: none"> Use simple organisational devices (e.g. headings and sub-headings) in non-fiction texts. Organise paragraphs around a theme. Choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause for cohesion. Use openings and closings that are clearly signalled and well developed. Produce internally coherent paragraphs in logical sequence. 	<ul style="list-style-type: none"> Use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of devices to build cohesion within and across paragraphs. Link ideas across paragraphs using adverbials of time, place and number. Link ideas across paragraphs through tense choice (e.g. he had seen her before). 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Draft and write by using a wide range of devices to build cohesion within and across paragraphs. Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/adverbials) and ellipsis.
Sentence Structure	<ul style="list-style-type: none"> Draft and write a range of sentence structures (simple, compound and complex). Use a wider range of conjunctions (when, if, because, although). 	<ul style="list-style-type: none"> Compose, rehearse and perform sentences orally (including dialogue). Use an increasing range of sentence structures. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. 	<ul style="list-style-type: none"> Make deliberate choices of sentence length and structure for impact on the reader. Use fronted prepositional phrases for greater effect. Choose the appropriate register or the language of speech within writing (e.g. colloquial language within dialogue, quotes in reports). Use a wide range of clause structures. 	<ul style="list-style-type: none"> Use passive verbs to affect the presentation of information in a sentence. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use a wide range of clause structures, varying their position within the sentence.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors. Propose changes to grammar and vocabulary (including checking for accurate use of pronouns). Use the possessive apostrophe accurately (e.g. girls', boys', children's). 	<ul style="list-style-type: none"> Use and punctuate direct speech. Indicate possession by using the possessive apostrophe with plural nouns (e.g. boy's and boys'). Proof-read for spelling and punctuation errors. Propose changes to grammar and vocabulary to improve 	<ul style="list-style-type: none"> Proofread for spelling and punctuation errors. Use relative clauses beginning with who, which, where, when, whose or that. Use commas to clarify meaning or avoid ambiguity in writing. 	<ul style="list-style-type: none"> Proof read for spelling and punctuation errors. Ensure the consistent and correct use of tense throughout a piece of writing. Use relative clauses beginning with who, which, where, when, whose or that.

	<ul style="list-style-type: none"> • Use conjunctions to show time and cause. • Use adverbs and prepositions to show time and cause. • Use 'a' and 'an' correctly. • Use the present perfect form of verbs in contrast to the past tense. • Use irregular simple past-tense verbs. • Use and punctuate direct speech. • Use fronted adverbials. • Use and understand the grammatical terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas. 	<p>consistency, including the accurate use of pronouns in sentences.</p> <ul style="list-style-type: none"> • Use fronted adverbials followed by commas. • Use the present perfect form of verbs in contrast to the past tense. • Use and understand the grammatical terminology: determiner, pronoun, possessive, pronoun, adverbial. 	<ul style="list-style-type: none"> • Ensure correct subject and verb agreement when using singular and plural. • Use brackets, dashes or commas to indicate parenthesis. • Use the perfect form of verbs to mark relationships of time and cause. • Use modal verbs or adverbs to indicate degrees of possibility. • Ensure the consistent and correct use of tense throughout a piece of writing. • Use a colon to introduce a list. • Use and understand the grammatical terminology of: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. 	<ul style="list-style-type: none"> • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • Use brackets, dashes or commas to indicate parenthesis. • Use semicolons, colons or dashes to mark boundaries between independent clauses. • Use a colon to introduce a list. • Punctuate bullet points consistently. • Use hyphens to avoid ambiguity. • Use the perfect form of verbs to mark relationships of time and cause. • Use modal verbs or adverbs to indicate degrees of possibility.
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