



Whole School Writing Curriculum Progression

Progression and Sequence in Writing

Children need to be able to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Breadth of study: (Purpose for Writing)	<p><u>Writing to Entertain:</u> Retell a story x 6 (Once every half term) Describe characters Diary entry from the perspective of a character</p> <p><u>Writing to Inform:</u> Recount Letter Instructions</p>	<p><u>Writing to Entertain:</u> Retell a story x 6 (Once every half term) Describe characters Diary entry from the perspective of a character</p> <p>Poetry</p> <p><u>Writing to Inform:</u> Recount (past tense) Non Chronological Report Letter Instructions</p>	<p><u>Writing to Entertain:</u> Narrative x 6 (Once every half term) Poetry Describe characters Describe settings</p> <p><u>Writing to Inform:</u> Recount Report Letter Biography Newspaper article</p> <p><u>Writing to Persuade:</u> Speech</p>	<p><u>Writing to Entertain:</u> Narrative x 6 (Once every half term) Poetry Describe characters Describe settings</p> <p><u>Writing to Inform:</u> Recount Letter Explanation Newspaper article</p> <p><u>Writing to Persuade:</u> Advert Letter</p>	<p><u>Writing to Entertain:</u> Narrative x 6 (Once every half term) Describe characters including dialogue Poetry</p> <p><u>Writing to inform:</u> Scientific report Recount Biography Newspaper article</p> <p><u>Writing to Persuade:</u> Advert Letter</p>	<p><u>Writing to Entertain:</u> Narrative x 6 (Once every half term) Description. Poetry Characters/settings</p> <p><u>Writing to inform:</u> Eye witness report Recount Biography Newspaper article</p> <p><u>Writing to Persuade:</u> Letter Speech</p>
Composition:	<p><u>Plan their writing by:</u> 1)Saying out loud what they are going to write about.</p> <p><u>Write sentences by:</u> 1)Composing a sentence orally before writing it. 2)Sequencing sentences to form short narratives.</p> <p><u>Evaluate:</u> 1)Re-reading what they</p>	<p><u>Plan their writing by:</u> Considering what they are going to write before beginning by:</p> <p>1)Planning or saying out loud what they are going to write about. 2)Writing down ideas and/or keywords, including new vocabulary.</p>	<p><u>Plan their writing by:</u> 1)Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 2)Discussing and recording ideas</p> <p><u>Draft and write by:</u> 1)Composing and rehearsing sentences orally, including dialogue. 2)Progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p><u>Plan their writing by:</u> 1)Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 2)Noting and developing initial ideas, drawing on reading and research where necessary. 3)In writing narratives, considering how authors have developed characters and settings.</p> <p><u>Draft and write by:</u></p>		



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	<p>have written to check that it makes sense. 2)Discuss what they have written with the teacher or other pupils. 3)Read their writing aloud, clearly enough to be heard by their peers and the teacher.</p>	<p>3)Encapsulating what they want to say, sentence by sentence. <u>Evaluate and edit by:</u> Make simple additions, revisions and corrections to their own writing by: 1)Evaluating their writing with the teacher and other pupils. 2)Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. 3)Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. 4)Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>3) Organising paragraphs around a theme in narratives, creating settings, characters and plot. 4)In non-narrative material, using simple organisational devices for example: headings and subheadings. <u>Evaluate and edit by:</u> 1)Assessing the effectiveness of their own and others' writing and suggesting improvements 2)Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 3)Proof-read for spelling and punctuation errors. 4)Read their 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.</p>	<p>1)Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 2)In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. 3)Précising longer passages using a wide range of devices to build cohesion within and across paragraphs. 4)Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <u>Evaluate and edit by:</u> 1)Assessing the effectiveness of their own and others' writing, 2)proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 3)Ensuring the consistent and correct use of tense throughout a piece of writing. 4)Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 5)Proof-read for spelling and punctuation errors</p>
<p><u>Transcription</u> <u>Spelling:</u> Common Exception words:</p>	<p>the, a, do, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my,</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old,</p>	<p>address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth</p>	<p>aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity</p>



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	<p>here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>	<p>cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p>eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>	<p>definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
<p>Transcription Spelling: Spelling Rules:</p> <p>Note- see Spelling Appendix of NC for further specific guidance and word examples. The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided in the NC</p>	<ol style="list-style-type: none"> 1) Words containing each of the 40+ phonemes already taught. 2) The days of the week. 3) The letters of the alphabet using letter names to distinguish between spellings 4) Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. 5) Using the prefix un– 6) using –ing, –ed, –er and –est where no change is needed in the spelling of root words. 7) Write from memory simple sentences dictated by the teacher that include words using 	<ol style="list-style-type: none"> 1) Segmenting spoken words into phonemes, representing these by graphemes, spelling many correctly. 2) Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won 3) Learning to spell common exception words. 	<ol style="list-style-type: none"> 1) Use further prefixes and suffixes and understand how to add them (English Appendix 1) 2) Spell words that are often misspelt (English Appendix 1) 3) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 4) Use the first two or three letters of a word to check its spelling in a dictionary 5) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 6) Spell further homophones Year 3: accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, there/their/they're your/you're Year 4: mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's 	<ol style="list-style-type: none"> 1) Use further prefixes and suffixes and understand the guidance for adding them 2) Spell some words with 'silent' letters [for example, knight, psalm, solemn]. 3) Continue to distinguish between homophones and other words which are often confused 4) Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 5) Use dictionaries to check the spelling and meaning of words 6) Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 7) Use a thesaurus. 8) Endings which sound like /ʃəs/ spelt –cious or –tious 9) Endings which sound like /ʃəl/ 10) Endings which sound like /ʃəl/ 11) Words ending in –able and –ible Words ending in –ably and –ibly 12) Adding suffixes beginning with vowel letters to words ending in –fer 13) Use of the hyphen 14) Words with the /i:/ sound spelt ei after c



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	<p>the GPCs and common exception words taught so far.</p> <p>8) The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>9) The /ŋ/ sound spelt n before k</p> <p>10) Division of words into syllables</p> <p>11) -tch</p> <p>12) The /v/ sound at the end of words</p> <p>13) Vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are</p> <p>14) Words ending -y (/i:/ or /ɪ/)</p> <p>15) New consonant spellings ph and wh</p> <p>16) Using k for the /k/ sound</p> <p>17) Adding the prefix -un</p> <p>18) Compound words</p>	<p>4) Learning to spell more words with contracted forms.</p> <p>5) Learning the possessive apostrophe (singular) [for example, the girl's book.]</p> <p>6) Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly.</p> <p>7) Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>8) The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>9) The /s/ sound spelt c before e, i and y</p> <p>10) The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>11) The /r/ sound spelt wr at the beginning of words</p> <p>12) The /l/ or /əl/ sound spelt -le at the end of words</p> <p>13) The /l/ or /əl/ sound spelt -el at the</p>	<p>7) Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>8) The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>9) The /ʌ/ sound spelt ou</p> <p>10) The suffix -ation</p> <p>11) The suffix -ly</p> <p>12) Words with endings sounding like /ʒə/ or /tʃə/</p> <p>13) Endings which sound like /ʒən/</p> <p>14) The suffix -ous</p> <p>15) Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</p> <p>16) Words with the /k/ sound spelt ch (Greek in origin)</p> <p>17) Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>18) Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p> <p>19) Words with the /s/ sound spelt sc (Latin in origin)</p> <p>20) Words with the /eɪ/ sound spelt ei, eigh, or ey</p>	<p>15) Words containing the letter-string ough</p> <p>16) Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>17) Homophones and other words that are often confused</p>
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		<p>end The /l/ or /əl/ sound spelt –al at the end of words of words</p> <p>14) Words ending –il</p> <p>15) The /aɪ/ sound spelt –y at the end of words</p> <p>16) Adding –es to nouns and verbs ending in –y</p> <p>17) Adding –es to nouns and verbs ending in –y</p> <p>18) Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>19) Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>20) The /ɔ:/ sound spelt a before l and ll</p> <p>21) The /ʌ/ sound spelt o</p> <p>22) The /i:/ sound spelt –ey</p> <p>23) The /ɒ/ sound spelt a after w and qu</p> <p>24) The /ɒ/ sound spelt a after w and qu</p> <p>25) The /ɔ:/ sound spelt ar after w</p> <p>26) The /ʒ/ sound spelt s</p> <p>27) Words ending in –tion</p>		
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<p>Transcription Handwriting:</p>	<p>1) Sit correctly at a table, holding a pencil comfortably and correctly. 2) Begin to form lower-case letters in the correct direction, starting and finishing in the right place. 3) Form capital letters. 4) Form digits 0-9. 5) Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.</p>	<p>1) Form lower-case letters of the correct size relative to one another. 2) Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. 3) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. 4) Use spacing between words that reflects the size of the letters.</p>	<p>1) Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. 2) Increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant; 3) That lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p>	<p>1) Write legibly, fluently and with increasing speed by: a) Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. b) Choosing the writing implement that is best suited for a task.</p>		
<p>Vocabulary /Terminology for pupils</p>	<p>letter, capital letter word, singular, plural, sentence punctuation, full stop, question marks, exclamation mark</p>	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>determiner pronoun, possessive pronoun adverbial</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>



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NB: Grammar is progressive and builds on previous knowledge. Therefore it is essential that all elements from prior years are evident in writing.

Grammar: Word	<p>Regular plural noun suffixes –s or –es</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Formation of nouns using a range of prefixes [for example super–, anti–, auto–]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
Grammar: Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify</p> <p>Subordination (using when, if, that, or because)</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions eg when,if, because, although</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions eg when,if, because, although</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech</p>



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		Co-ordination (using or, and, or but)	Using conjunctions, adverbs and prepositions to express time and cause Fronted adverbials	Using conjunctions, adverbs and prepositions to express time and cause Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely	and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Grammar: Text	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of the present perfect form of verbs instead of the simple past	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation:	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and	commas after fronted adverbials (adverbs of time only) indicating possession by using the possessive	commas after fronted adverbials indicating possession by using the possessive	commas to clarify meaning or avoid ambiguity in writing	semi-colons, colons or dashes to mark boundaries between independent clauses



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	<p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>separation of words with spaces</p>	<p>the possessive (singular)</p>	<p>apostrophe with plural nouns</p> <p>inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p>	<p>apostrophe with plural nouns</p> <p>inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p>	<p>brackets, dashes or commas to indicate parenthesis</p>	<p>colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
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How is this knowledge taught at St John's?

	Expectation
Spelling	<p>The spelling scheme is our comprehensive and rigorous system following on from Little Wandle Phonics.</p> <p>The spelling rainbow has three tiers to it (these are not hierarchical).</p> <p>Groupings - These lenses are built around developing children's knowledge of multiple spelling rules and identifying commonalities.</p> <p>Improving - These lenses are built around developing 'live spellings'. Pupils need to be able to apply spelling rules in the moment to build automaticity and fluency.</p> <p>Remembering - These lenses are built around enabling pupils to consolidate these spellings rules in their long term memory.</p>



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	<p>Spelling should be taught in a two week cycle. The first week is one 30 minute and one 20 minute session, these both explore the Groupings tier and ask pupils to investigate common spelling patterns and errors. Often they will have a hypothesis to explore such as 'all shun endings are spelt -tion'.</p> <p>Week 2 focuses on improving and remembering through a daily 10 minute session. These lessons look at consolidating spelling in the moment and enabling spelling rules to be stored in the long term memory.</p>
Handwriting	<p>The amount of handwriting sessions should be dependent on the needs of the class and regularly reviewed. Teachers need to be reflective and if necessary schedule more sessions to ensure pupils are maintaining a cursive and consistent handwriting style across all subjects. As a minimum, teachers need to be teaching handwriting once a week for between 15 - 20 minutes including teaching finger gym stretches that will strengthen pupils fine motor control before writing.</p>
Grammar and punctuation	<p>Grammar and punctuation is assessed through two daily recall questions and student responses then used to inform further planning. All teachers base these recall questions on the statutory requirements and the focus is to consolidate pupils understanding of grammar and punctuation so they begin to implement these rules independently. For example, in Year 4 a requirement is inverted commas for dialogues, so a lot of their recall will be repetition of this until children are secure.</p> <p>Punctuation is modelled throughout the writing process, all 'teacher model' sentences provided by The Write Stuff scheme use the correct punctuation for the grammatical feature being taught. For example, if modelling a list of three - the comma to separate the first and second word/phrase as an important part of composition and transcription. Pupils are expected to emulate the modelled syntax and a fundamental of this is the punctuation. Teachers are expected to explain any new punctuation to pupils in the same way they would with new grammar features.</p> <p>Grammar should be intrinsically linked to the genre and purpose of the writing piece, and this is something we have now put on our curriculum expectations. When pupils understand the purpose, they understand the grammatical features needed for composition for example, non fiction will use heading and subheadings whilst pathetic fallacy would probably not be appropriate for this purpose, but may be for poetry or a narrative. Teachers will embed their teaching of grammar alongside their teaching of purpose so pupils consolidate their understanding of how grammatical features link to the type of text being written and then can begin to implement these grammatical features and techniques in future writing. We are seeing this already where pupils will use similes for example, across narrative pieces because they recognise it works as a descriptive, narrative feature. Similarly, many KS2 are aware that letters have levels of formality based on recipient and are aware of how to make variations in formal and informal language as a result of teaching grammar linked to purpose.</p>



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