



## Intent for Writing

At the Mary Bassett Lower School, we understand the importance of mastering the essential skills of writing in order to allow our pupils access to the rest of the curriculum and to support their educational success as lifelong learners. Through the early years of their education, our pupils are introduced to and given time to embed the basic skills of writing through an approved daily systematic synthetic phonics programme, Monster Phonics, so that they can accurately transcribe words and sentences and begin to use their basic understanding of letter formation and grapheme-phoneme-correspondences to compose and write their own sentences to communicate and express themselves. A range of mark-making and writing provocations in the learning environment allow children to be supported to write for purpose through adult led writing sessions and independent play opportunities.

In line with the National Curriculum, children progress into Key Stages 1 and 2 where daily phonics and writing lessons allow children to develop the technical skills of writing supported by the Monster Phonics scheme and Herts for Learning resources. Lessons will focus on spelling, grammar, handwriting, vocabulary and sentence construction, as well as understanding the criteria of different genres of writing. We believe that regular and sustained writing opportunities across the curriculum, along with developed technical skills support our pupils to become confident and fluent in writing. Opportunities to plan, draft and edit with regular feedback from adults throughout the writing process help to guide the progression of pupils in their writing skills and outcomes.

We want our pupils to be motivated and able to write clearly, accurately and coherently for a purpose as well as creatively and expressively in order to communicate their learning and thoughts with others. We believe the exposure to a broad range of texts and vocabulary across the curriculum will inform subject and expressive vocabulary pupils use in their writing. We hope to embed key writing skills and habits in our pupils to ensure successful progress into Middle School and beyond.

## Writing Progression Map

Key skills	Year 1	Year 2	Year 3	Year 4
<b>Composition</b>				
<b>Planning</b>	<ul style="list-style-type: none"> <li>• use ideas from reading in a narrative</li> <li>• say out loud what they are going to write about</li> <li>• say a sentence before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• use a shared text as a model for writing</li> <li>• plan or say out loud what they are going to write about, including writing based on personal experiences</li> <li>• write down ideas, and/or key words, including new vocabulary</li> <li>• encapsulate what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>• discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• plan or say out loud what they are going to write about, including writing based on personal experiences</li> <li>• write down ideas, and/or key words, technical vocabulary and phrases</li> <li>• compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)</li> </ul>	<ul style="list-style-type: none"> <li>• discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discuss ideas for writing, beginning to make personal choices when planning</li> <li>• write down ideas, and/or key words, technical vocabulary and phrases</li> <li>• rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• sequence sentences to</li> </ul>	<ul style="list-style-type: none"> <li>• write own narratives</li> </ul>	<ul style="list-style-type: none"> <li>• begin to develop the</li> </ul>	<ul style="list-style-type: none"> <li>• write narratives,</li> </ul>

	<p>form short narratives</p> <ul style="list-style-type: none"> <li>• use and continue a repeating pattern from a model</li> <li>• include some story language and patterns following models</li> <li>• re-tell/imitate familiar stories</li> <li>• act out stories and portray characters and their motives</li> <li>• recount real events</li> <li>• use the language of texts read as models for their own writing</li> <li>• sequence sentences to form simple non-fiction text types</li> <li>• assemble information on a subject from their own experience</li> <li>• begin to convey information and ideas in simple non-narrative forms</li> <li>• listen to and discuss a wide range of rhymes and poems, learning to recite some by heart</li> <li>• use words that</li> </ul>	<p>with a sequence of events</p> <ul style="list-style-type: none"> <li>• include story language and patterns</li> <li>• re-tell/imitate/adapt familiar stories with events in sequence and include some dialogue</li> <li>• explore characters' feelings and situations in stories, using role play and oral rehearsal</li> <li>• describe characters and setting</li> <li>• write about real events</li> <li>• write for different purposes establish the basic purpose of a text, using some relevant features</li> <li>• assemble information on a subject</li> <li>• convey information and ideas in simple non-narrative forms</li> <li>• listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some</li> <li>• write poetry</li> </ul>	<p>events in a narrative sequence</p> <ul style="list-style-type: none"> <li>• begin to include language that is more likely to be found in written texts rather than spoken language</li> <li>• include dialogue within story writing and begin to use this to reveal detail about character</li> <li>• use some detail in the description of setting and characters' feelings or motives</li> <li>• write in a variety of genres and forms, including writing for real purposes and audiences,</li> <li>• begin to select and use forms and vocabulary appropriate to the purpose / reader</li> <li>• assemble information on a subject and turn notes into sentences</li> <li>• include the use of devices to organise writing</li> <li>• prepare a range of different forms of</li> </ul>	<p>developing the detail across the sequence of events</p> <ul style="list-style-type: none"> <li>• include language that is more likely to be found in written texts rather than spoken language</li> <li>• begin to develop mood and atmosphere, including through dialogue between characters</li> <li>• describe characters both physically and through their actions and speech</li> <li>• include setting descriptions across a text</li> <li>• write in a variety of genres and forms, using the appropriate form / features of the genre for audience and purpose</li> <li>• organise or categorise information based on notes from several sources</li> <li>• in non-narrative material, use simple organisational devices</li> </ul>
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	<p>sequence events (see vocabulary / grammar section for detail of year group expectations)</p> <ul style="list-style-type: none"> <li>• make some choices of appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• use complete sentences grouped together to tell the different parts of the story, linking these with conjunctions (see vocabulary / grammar section for detail of year group expectations)</li> <li>• choose appropriate words and phrases to describe</li> <li>• begin to select words for effect from a range provided (see vocabulary / grammar section for detail of year group expectations)</li> <li>• begin to vary sentence openings (see vocabulary / grammar section for detail of year group expectations)</li> <li>• include some details in both narrative and non-fiction writing</li> </ul>	<p>poetry to read aloud and perform</p> <ul style="list-style-type: none"> <li>• write poetry using the features of poetic forms studied</li> <li>• include a structured sequence of events using a range of conjunctions and adverbs (see vocabulary / grammar section for detail of year group expectations)</li> <li>• begin to use figurative language</li> <li>• select words for effect from a range provided (see vocabulary / grammar section for detail of year group expectations)</li> <li>• begin to use a variety of sentence structures (see vocabulary / grammar section for detail of year group expectations)</li> <li>• ensure relevant details are included in both narrative and non-fiction writing</li> <li>• begin to use paragraphs to group related</li> </ul>	<ul style="list-style-type: none"> <li>• prepare a range of different forms of poetry to read aloud and perform</li> <li>• write poetry using the features of poetic forms studied</li> <li>• sequence events clearly and show how one event leads to another, using appropriate conjunctions and adverbials (see vocabulary / grammar section for detail of year group expectations)</li> <li>• include descriptive detail and figurative language to make writing more vivid</li> <li>• choose words and phrases for effect (see vocabulary / grammar section for detail of year group expectations)</li> <li>• begin to explore the effect of different sentence structures in their writing, for example by considering the effect of changing the order of the</li> </ul>
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			materials	<p>information on the reader: (see vocabulary / grammar section for detail of year group expectations)</p> <ul style="list-style-type: none"> <li>• begin to consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly</li> <li>• use paragraphs to organise ideas around a theme in non-fiction forms</li> <li>• use adverbials to connect one paragraph to another</li> <li>• begin to use paragraphs to indicate changes in setting, character and time in a narrative</li> </ul>
<b>Evaluate and edit</b>				
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• re-read what they have written to check for sense</li> <li>• discuss what they have written with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• proof read for errors in spelling, grammar and punctuation</li> <li>• re-read to check that their writing makes</li> </ul>	<ul style="list-style-type: none"> <li>• proof read for spelling, grammar and punctuation errors</li> <li>• re-read to check that their writing makes</li> </ul>	<ul style="list-style-type: none"> <li>• proof read for spelling, grammar and punctuation errors</li> <li>• re-read to check that their writing makes</li> </ul>

	<p>or other pupils</p> <ul style="list-style-type: none"> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p>sense, and that tenses are consistent</p> <ul style="list-style-type: none"> <li>• evaluate their writing with the teacher and other pupils</li> <li>• read aloud what they have written with appropriate intonation to make meaning clear to the audience</li> </ul>	<p>sense, that tenses are consistent and that pronouns are used accurately</p> <ul style="list-style-type: none"> <li>• begin to evaluate and edit the effectiveness of their own and others' writing and suggest improvements</li> <li>• begin to propose changes to vocabulary, punctuation, spelling and grammar</li> <li>• read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p>sense, that tenses are consistent and that pronouns are used accurately</p> <ul style="list-style-type: none"> <li>• evaluate and edit the effectiveness of their own and others' writing and suggest improvements.</li> <li>• propose changes to vocabulary, punctuation, spelling and grammar</li> <li>• read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>
<b>Vocabulary, grammar and punctuation</b>				
<b>Sentence structure</b>	<ul style="list-style-type: none"> <li>• write single clause sentences</li> <li>• use 'and' to link words within sentences</li> <li>• leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• use single clause sentences and multi-clause sentences using coordinating conjunctions</li> <li>• use some multi-clause sentences using</li> </ul>	<ul style="list-style-type: none"> <li>• use single clause sentences and multi-clause sentences using coordinating conjunctions</li> <li>• use some multi-clause sentences using</li> </ul>	<ul style="list-style-type: none"> <li>• use single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating</li> </ul>

		<p>subordinating conjunctions</p> <ul style="list-style-type: none"> <li>• use sentences with different forms: statement, question exclamation command</li> </ul>	<p>subordinating conjunctions</p>	<p>conjunctions</p>
<p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>• begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• punctuate sentences using full stops, capital letters, exclamation marks, question marks</li> <li>• use apostrophes for contracted forms</li> <li>• use commas in lists</li> </ul>	<ul style="list-style-type: none"> <li>• use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession</li> <li>• use inverted commas to punctuate direct speech</li> <li>• use commas in lists and begin to use them to demarcate clauses</li> </ul>	<ul style="list-style-type: none"> <li>• use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession</li> <li>• use inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas</li> <li>• use a new line for a new speaker when writing direct speech</li> <li>• use apostrophes to mark plural possession</li> <li>• use commas to demarcate items in a list, clauses and phrases</li> </ul>
<p><b>Types of words</b></p>	<ul style="list-style-type: none"> <li>• join two clauses in a</li> </ul>	<ul style="list-style-type: none"> <li>• expand sentences using</li> </ul>	<ul style="list-style-type: none"> <li>• express time, place and</li> </ul>	<ul style="list-style-type: none"> <li>• express time, place and</li> </ul>

<p><b>and phrases in sentences</b></p>	<p>sentence using the co-ordinating conjunction 'and'</p> <ul style="list-style-type: none"> <li>• use 'because' to provide reasoning</li> </ul>	<p>the co-ordinating conjunctions or, and, but and subordination using when if, that, because</p> <ul style="list-style-type: none"> <li>• use appropriate adjectives and adverbs to give essential information</li> <li>• use expanded noun phrases to describe and specify</li> </ul>	<p>cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of</p> <ul style="list-style-type: none"> <li>• begin to expand noun phrases in different ways, for example by adding prepositional phrases</li> </ul>	<p>cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of</p> <ul style="list-style-type: none"> <li>• use fronted adverbials</li> <li>• use commas after fronted adverbials</li> <li>• use a variety of expanded noun phrases, for example, by the addition of modifying adjectives, and prepositional phrases</li> </ul>
<p><b>ARE Grammar</b></p>	<ul style="list-style-type: none"> <li>• use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• learn the grammar for Y1 from English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>• use some features of standard English</li> <li>• learn the grammar for Y2 from English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>• use some features of standard English</li> <li>• learn the grammar for Y3 from English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>• use Standard English forms for verb inflections instead of local spoken forms</li> <li>• learn the grammar for Y4 from English Appendix 2</li> </ul>
<p><b>Tenses</b></p>	<ul style="list-style-type: none"> <li>• orally practise using present and past tenses correctly</li> </ul>	<ul style="list-style-type: none"> <li>• use the present and past tenses correctly and consistently</li> <li>• use the present</li> </ul>	<ul style="list-style-type: none"> <li>• use the present and past tenses correctly and consistently</li> <li>• use the present perfect</li> </ul>	<ul style="list-style-type: none"> <li>• maintain the use of the present and past tenses correctly and consistently</li> </ul>



		progressive and past progressive forms	form of verbs instead of the simple past	<ul style="list-style-type: none"> <li>use the present perfect form of verbs in contrast to the past tense</li> </ul>
<b>Nouns and pronouns</b>				<ul style="list-style-type: none"> <li>select appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>
<b>Terminology when discussing writing</b>	<ul style="list-style-type: none"> <li>use the terminology for Y1 found in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>use and understand the grammatical terminology found in English Appendix 2 in discussing their writing</li> </ul>	<ul style="list-style-type: none"> <li>use and understand the grammatical terminology found in English Appendix 2 in discussing their writing and reading</li> </ul>	<ul style="list-style-type: none"> <li>use and understand the grammatical terminology found in English Appendix 2 in discussing their writing</li> </ul>
<b>Handwriting</b>				
<b>Letter formation and joins</b>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which</li> </ul>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct orientation and size relative to one another</li> <li>start writing at the middle or top of the letters and leave the end ready to join later</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower</li> </ul>	<ul style="list-style-type: none"> <li>begin to 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</li> <li>increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant;</li> </ul>	<ul style="list-style-type: none"> <li>secure the use of 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</li> <li>increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are</li> </ul>

	<p>handwriting 'families' (i.e. letters that are formed in similar ways)</p> <ul style="list-style-type: none"> <li>• make distinctions between ascenders and descenders and other 'between the line' letters</li> <li>• distinguish between similar looking letters</li> </ul>	<p>case letters</p> <ul style="list-style-type: none"> <li>• 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 un-joined</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>	<p>that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>
<b>Transcription</b>				
<b>Writing from memory</b>	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• spell by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some</li> </ul>	<ul style="list-style-type: none"> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>• learn new ways of spelling phonemes for which one or more spellings are already</li> </ul>	<ul style="list-style-type: none"> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• spell most words relating to the statements from previous year groups correctly, after independent</li> </ul>	<ul style="list-style-type: none"> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• spell most words relating to the statements from previous year groups correctly, after independent</li> </ul>

	<p>correctly</p> <ul style="list-style-type: none"> <li>• use letter names to distinguish between alternative spellings of the same sound</li> <li>• spell most words relating to the Y1 curriculum statements correctly (40+ phonemes already taught according to phonics scheme used)</li> <li>• name the letters of the alphabet in order</li> <li>• spell the days of the week</li> <li>• use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• use the prefix un-</li> <li>• use -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>• spell common exception words linked to your phonic programme; examples can be found in Appendix 1 of the</li> </ul>	<p>known</p> <ul style="list-style-type: none"> <li>• spell most words relating to the statements from previous year groups correctly</li> <li>• apply spelling rules and guidance, as listed in English Appendix 1</li> <li>• spell some words with contracted forms</li> <li>• learn some common homophones and near homophones</li> <li>• add suffixes to spell some words correctly in their writing</li> <li>• spell common exception words</li> <li>• Please refer to additional spelling guidance 2014 National Curriculum</li> </ul>	<p>proof-reading</p> <ul style="list-style-type: none"> <li>• spell some words relating to the Y3/4 curriculum statements and word list correctly, after independent proof-reading</li> <li>• Please refer to additional spelling guidance 2014 National Curriculum</li> </ul>	<p>proof-reading</p> <ul style="list-style-type: none"> <li>• spell most words relating to the Y3/4 curriculum statements and word list correctly, after independent proof-reading</li> <li>• Please refer to additional spelling guidance 2014 National Curriculum</li> </ul>
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	<p>national curriculum</p> <ul style="list-style-type: none"><li>• Please refer to additional spelling guidance 2014 National Curriculum</li></ul>			
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