



Writing Structure and Progression of Skills in Composition

Progression of skills in grammar, punctuation, spelling and handwriting **must** be used alongside this.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Understand that print has meaning and it can have different purposes.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Count and clap syllables in a word.</p> <p>Recognise words with the same initial sound, such as money and mother.</p> <p>Understand 'why' questions, like: 'Why do</p>	<p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Read simple phrases and sentences.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develop storylines in their pretend play.</p> <p>Write simple phrases and sentences that can be read</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p> <p>To use simple sentence structures.</p> <p>To use the joining word (conjunction) 'and' to link</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>To write for different</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to summarise longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> <p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on</p>



Writing Structure and Progression of Skills in Composition

<p>you think the caterpillar got so fat?’</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p>by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> <p>To use finger spaces.</p>	<p>purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To begin to create settings, characters and plot in narratives.</p> <p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use ‘a’ or ‘an’ correctly throughout a piece of writing.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p> <p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns</p>	<p>layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> <p>To use a range of adverbs and modal verbs to indicate degrees of possibility.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including adverbials of time, place and numbers (e.g. later, nearby, secondly).</p>	<p>what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (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).</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p>
---	--	---	--	---	---	--	---

Writing Structure and Progression of Skills in Composition



					appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use relative clauses beginning with a relative pronoun with confidence.	To use question tags in informal writing.
--	--	--	--	--	---	--	---

Effective Writing Lessons at St. Wilfrid's. What do we do?

- Use a text based approach to engage children, learn from different grammatical features, expand our vocabulary and give purpose to our writing (see more details in our writing curriculum).
- Teach writing every day with passion (see our I, I, I)
- Explore a range of non-fiction and fiction genres of writing (see genre coverage in our writing curriculum).
- Ensure our children SEE and PRACTISE what good writing looks like by using these methods:

Shared Writing	Modelled Writing	Guided Writing
<p>In shared writing, the students collaborate with the teacher to jointly construct a written text. The teacher acts as scribe, prompting, questioning and supporting the students as the text is shaped. ... Shared writing can be employed as a whole class or small group strategy.</p> <p>Modelled writing with the children's input.</p>	<p>Modelled writing centres on teacher demonstration of the thoughts and actions that go into creating a text. It is an opportunity for students to observe a proficient writer going through the process of putting ideas into a written form. ... Modelled writing can be employed as a whole class or small group strategy</p> <p>Putting on a show!</p>	<p>Guided writing is a small group approach, involving the teacher meeting with a group of students with similar writing needs. It can be thought of as a group conference or small group mini-lesson, undertaken strategically in response to an identified challenge faced by the selected students.</p> <p>Small group of similar ability.</p>

- We assess writing three times a year formally though this is also a continual process happening each session. We assess writing and monitor children's progress closely using:
 - Target Tracker.



Writing Structure and Progression of Skills in Composition

- Assessment materials and exemplification materials.
- Assessment policy.
- Phase moderations, school moderations, cluster moderations, Trust moderations, external moderations.
- Pupil and staff voice.
- Writing lead monitoring writing across the school.

Appendix: Assessment Policy.



Writing Structure and Progression of Skills in Composition

St. Wilfrid's Quality Assessment Policy



St Wilfrid's CE
Primary School

Assessing Foundation Subjects

Multiple choice quizzes are used at the end of history/science units alongside teacher judgement. 'Growth Reflections' are used in RE.



Pink and Green Pens

For marking, staff use pink and green pens. Good examples of work can be identified in 'positive pink' and work to be improved in 'green for growth'. This should not be every lesson as other assessment strategies should be used to develop independence. Marking can be done during 'spot checks' where verbal feedback should be given.



Lolly Sticks

The use of lolly sticks to select random children means that all children are involved in the learning process.

Can you read out your opening/last/best sentence? What do you like about it? How could you improve it?

Purple Pen of Power!

KS2 children can edit their own work in purple pen to make improvements or following on from your verbal feedback. This could also be done to identify for themselves where they've met a SPAG (GPS) objective, for example.



Peer-assessment



Peer-assessment linked to non-negotiables is a valuable strategy. Ask children to work in pairs, placing one of their books on top of the other so that they focus on one piece of work at a time. Each child should read their work aloud to their partner and edit it together.

Verbal Feedback

Underline or 'green dot' a word, phrase, sentence or paragraph during the lesson, giving the child verbal feedback about how to improve:

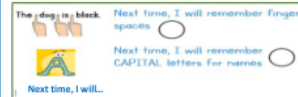
When I come back to you, I'd like to see:

- Some adjectives to make this sentence more interesting.
- A co-ordinating conjunction to join two of your sentences.
- These words spelled correctly.
- Punctuation to show when a character is speaking.

Return to the child to check progress has been made.

Self-reflection

Provide opportunities for children to reflect on their progress and decide how they could improve their work by giving them a list of options to choose from or by writing their own. For example:



Use of Success Criteria

These are effective in the editing and improvement stage, for children to reflect on their work and sentence choices. These can link to their non-negotiables and can be used in self and peer assessment.

Have you used:	Example in my work:
Fronted adverbials to show the reader time and location (for example: all of a sudden, within seconds, from inside the mind hall)?	
Exciting and dramatic verbs (swell - chug or grasped, shouted - roared or followed)?	
Non phrases to add description (the warrior - the fierce, unstoppable warrior with blood stains on his face)?	
Conjunctions to link sentences (Although he was tired, Beowulf would not let go. Before returning to the village, Beowulf stood and stared into the misty distance)	
Have you checked for:	
Capital letters at the start of sentences, for names of characters and places?	
Punctuation - have you used commas at the end of adverbials and clauses?	
Have you read your work to ensure every sentence makes sense?	
Have you gone through and checked for spelling errors? Have you asked a partner to try and find errors?	

Marking Codes

These can be used to give children efficient feedback and allow them to check their work independently.

KS1 Marking Codes	
SL	Capital letter missing
FS	Full stop missing
SA	Self-assessed work
PA	Peer-assessed work
SP	Spelling mistake to be corrected
MP	Meaning mistake to be improved
PI	Missing punctuation - 1
VP	Verbal feedback given

KS2 Marking Codes	
MP	Meaning punctuation or capital letter
SA	Self-assessed work
PA	Peer-assessed work
SP	Spelling mistake to be corrected
MP	Meaning mistake to be improved
VP	Verbal feedback given

Quadrant Feedback

Instead of writing a comment in every book, provide whole-class written feedback, addressing common misconceptions and setting next steps. The 'Quadrant Feedback' allows for individual 'shout-outs' for children, with examples of their work used as models for the other children.

What went well:

- Great use of short sentences.
- Brilliant implied feelings.
- Excellent embedded subordinate clauses to add detail.
- Creative language!
- Brilliant power of 3: 'His hands trembled. His heart raced. His knees buckled.'
- Using clauses to add detail: 'Macbeth, who was now breathing heavily, neared King Duncan's door.' 'Although he knew treason was a terrible crime, Macbeth approached Duncan's door.'

Targets for edit and improve

- Over use of pronouns at the start of a paragraph - who is 'he'?
- Commas missing from fronted adverbials.
- Slipping into the wrong tense - suddenly 'ing' instead of 'ed'.
- Repeated sentence starters like 'As the...' 'As he...'
- Spelling - especially homophones such as to and too. Simple spelling patterns such as doubling consonants, dropping the 'e' to add 'ing'.
- Missing commas for descriptive lists.
- Some use of boring language that could be uplevelled.

Excellent work from:

Thomas, Brilliant power of 3. Macbeth crept closer to Duncan. To the deathbed. To the coffin.
Harriet, Ambitious punctuation. Spirits surrounded him; it was almost as if they were telling him to kill the King and take the throne.
Isabelle, Repetition and sentence pattern. Ring. He edged closer. Ring. The turn at the end of the silent corridor was so close. Ring. Midnight's toll pierced Macbeth's ears.
Libby, Sentence length variety. Macbeth's heart raced. As he neared the door, he thought about the consequences of murdering the King, but a spark inside of him dragged his body backwards towards King Duncan's room.
Quade, Creative language. He inched closer into the silence of the darkness.

Tasks:

- Check over use of pronouns.
- Check for commas missing from fronted adverbials.
- Check you haven't slipped into the wrong tense - e.g. suddenly using 'ing' instead of 'ed'. Remain in the past tense.
- Check and correct repeated sentence starters such as 'As the...' Make sure you use a variety of interesting sentence openers.
- Check and correct spellings.
- Improve vocabulary choices through the use of a thesaurus.

Choose 3 of these editing tasks and work with your partner to ensure success.

Assessing after each lesson.

After each lesson, you can look at the children's work and assess who has:



- Understood and is ready to move on.
- Understood but could do with some consolidation work.
- Got it and it is ready to move on.

This may be achieved by simply placing the books into three piles. The purpose is to inform the next lesson/step in the learning journey and help you to tweak your planning/support accordingly. Your weekly planning may therefore evolve/change based on the children's needs.

There are also several other ways that these simple emotive face communicators can be used. Children can place their work into different baskets or piles after a lesson to show how they think they did, ready for the teacher to look at. They could also draw the appropriate face next to their LO to describe how they feel about their work. If they feel neutral or unhappy about their work, they could write why.

Reading work aloud.

Children to read their work aloud as often as possible. Reading work aloud to the class, a group or a partner is a powerful strategy in promoting metacognitive learning. Often, children spot errors when reading work aloud, but more than this, it is so effective for praise. Building a culture where children read their work regularly provides more opportunity for feedback.

Using a visualizer to share/edit work.

A visualizer is a brilliant tool for modelling editing and improving and to really highlight ways forwards. Use it for 'mini plenaries' part-way through a lesson or at the end to show how a child has evidenced success criteria. AirServer is also available on staff iPads to do this too.

Scaffolds and guides

Scaffolds and guides can be used by the children during the writing process, placing the onus on them as learners to check and correct their work. Specific self-assessment, in this case highlighting clauses, enables the teacher to assess a

Example: Let's learn to use subordinating conjunctions

Steps to Success

- Write a simple sentence, e.g. 'The cat was purring.' This is the **main clause**.
- Add a conjunction from the list (that makes sense!)
- Then add some extra information - e.g. 'The cat was purring as it drank milk. The cat was purring because I stroked it. This is the **subordinate clause**.

after
although
as
because
before
even if
even though

In your writing, find 3 examples of where you have used a subordinate conjunction. Highlight your main clause in pink, your subordinate clause in green and your conjunction in purple.

child's understanding very quickly and consolidates learning for the children. This can be printed or displayed on the interactive whiteboard and will form part of the whole class teaching.