East-the-Water Primary School

OUR WRITING JOURNEY

Progression of Writing Teaching in Early Years

Handwriting

Shows an emerging dominant hand preference.

Uses appropriate posture for writing.

Holds mark-making tools, progressing towards a tripod grip.

Engages in mark-making across a range of media.

Makes marks with clear directionality (left to right, top to bottom).

Follows lines and patterns.

Begins to form recognisable letters and represent sounds.

Produces letter strings.

Writes own name.

Forms lowercase letters correctly, with accurate starting points.

Forms numbers 0-9 correctly.

Shows awareness of space and orientation on paper.

Demonstrates increasing control, fluency and consistency.

Spelling

Orally segment words into sounds before spelling.

Spell words by identifying and representing the sounds in them.

Use initial and final phonemes to represent words.

Spell simple CVC words using phonetically plausible Set 1 and some Set 2 sounds.

Use known digraphs to build words.

Spell some common exception (tricky and red) words.

Grammar

Uses finger spaces between words.

Uses a capital letter at the start of a sentence.

Writes a simple sentence with a full stop (e.g. *The cat ran.*)

Sentence Construction

Writes strongs of letters with spaces to resemble words.

Writes CVC words labelled for meaning.

Writes simple words in sequence (may omit spaces).

Writes a simple phrase (e.g. *red dog*).

Writes a simple sentence without punctuation (e.g. *tap the box*).

Sentence Composition

Gives meaning to marks.

Represents ideas through drawing before writing.

Uses writing in play (labels, lists, captions, messages).

Orally composes words, phrases and sentences.

Orally composes a sentence using a given word.

Rehearses and holds a sentence in memory before writing.

Begins to write simple words, phrases and sentences that can be read by others.

Rereads writing to check it make sense.

Progression of Writing Teaching in Year 1

In Year 1, teachers use a smaller section of the FANTASTICs, BOOMTASTICs and GRAMMARISTICs during story time and creative writing sessions to familiarise children with these author techniques and lenses before they enter Year 2.

Handwriting

Maintain appropriate posture for writing.

Use the correct pencil grip (tripod).

Begin to form letters in the correct direction, starting and finishing in the right place.

Form lower-case and capital letters correctly (Stage 2 Read, Write, Inc.)

Form digits 0-9 correctly.

Sit letters on the line, showing awareness of ascenders and descenders.

Spelling

Uses a sound mat to support spelling of tricky words.

Spells words using phonetically plausible Set 1, 2 and 3 GPCs (mostly correctly).

Spells words with adjacent consonants.

Applies suffixes -s and -es for plural nouns (e.g. *cats, buses*)

Applies verb suffixes -ing, -ed, -er (e.g. *jumping, jumped, jumper*)

Applies the prefix -un (e.g. *unhappy, untie*)

Spells many Year 1 common exception words.

Grammar

Knows what a noun and a verb are.

Consistently use finger spaces between words so that writing is legible.

Use capital letters correctly (including for proper nouns and at the start of sentences).

Understand that there are different types of sentences and that they require consistent demarcation of the correct end punctuation (? . !)

Introducte the concept of positional words (prepositions, e.g. *on, in, behind*)

Sentence Construction

Join two single clause sentences using 'and', showing an awareness that sentences can be joined.

Sentence Composition

Write sentences that link together to form a short piece of writing (sequencing ideas orally before writing).

Compose single clause sentences:

- subject verb object
- subject verb adverbial
- subject verb complement

Use simple descriptive language (adjectives to describe nouns).

Uses re-reading to check meaning.

Tick, fix and edit writing with support, discussing ideas with the teacher.

THE WRITE STUFF

Jane Considine Education

From Year 2 onwards, teaching is underpinned by the model outlined in 'The Write Stuff' approach developed by Jane Considine. At East-the-Water Primary School, we have adapted this approach to meet the individualised needs of our learners.

Teachers plan daily vocabulary warm ups that align with the text they are teaching. The high-quality model text will come from the year group Long Term Plan (LTP) and must have a rich range of writing techniques. A purposeful outcome for writing is selected.

Teachers prepare pupils for writing by familiarising them with the text. **Text familiarisation** is essential so that pupils can gather author techniques, vocabulary, and text structure through rich and varied experiences. This can include, but is not limited to, engaging with the text type through reading, film slips, soundscapes, images and oracy activities such as retelling and drama. Throughout this stage of learning, emphasis should be put on reasoning about author choices.

Next, teaching allows children to **focus on grammar.** This phase of learning establishes a structured approach to developing pupils' grammatical proficiency. Teachers ensure focused, text-based grammar instruction supported by oral sentence-level rehearsal to strengthen conceptual understanding and application in later work. teachers ensure that time is built in for addressing individual learning needs and consolidating prior grammatical and sentence-level knowledge from earlier year groups. Progression is intentionally placed, with the expectation that teaching should not advance to new content until pupils demonstrate secure understanding of the grammatical concepts being taught.

In the **sentence stacking** phase of the writing sequence, pupils are scaffolded through shared writing, in which writing is developed incrementally through tightly focused learning 'chunks'. Each chunk follows a consistent cycle of ideas generation, explicit sentence modelling and guided pupil application. Teachers use a 'Walking Talking Writing' strategy to model metacognition and explicitly outline the author process using think-alouds. Sentences are crafted with precision and, through this process, pupils deepen their understanding of grammatical features, applying these techniques with increasing accuracy and control.

THE WRITE STUFF

Jane Considine Education

Teachers allow time in the sequence for **retrieval practice.** Key writing skills or knowledge should be revisited within the new context of writing to ensure successful application in independent outcomes. During **planning,** teachers design purposeful activities that scaffold independence. Such activities should include adequate research over subject content, consideration over success criteria and 'boxing up' to ensure the correct strcuture of writing, appropriate for the genre. Pupils then produce a first draft, with outcomes reviewed for different attainment groups, to ensure that all learenrs are supported appropriately while still being offered opportunities for autonomy and choice.

Editing is woven throughout the teaching sequence and becomes a part of the classroom writing culture at all stages of writing. Teachers follow an editing guidance document to support pupils to edit as they go, edit for meaning and edit for impact. The feedback and marking policy should also be followed to ensure correct writing targets are met and assessment is tailored to the individual.

Non-fiction

A similar approach is taken to sequencing non-fiction writing. Key differences are noted below:

- A writing frame is used to strcuture non-fiction writing
- Non-fiction shapes are used alongside FANTASTICs, BOOMTASTICs and GRAMMARISTICs to support pupils to understand genre-specific techniques.

See the next page of this document of an example of the MTP overview used to support sequence planning.

East-the-Water Primary School

Literacy: **Term:**

Outcome:

NC objectives to cover

	Prepare for writing (text familiarisation)	Focus on grammar	Guided practice (sentence stacking, adaptive teaching)	Retrieval practice Planning Independent application (outcome)
Overview of sessions (can be	GD: SEND:			SEND → WTS → EXP → GD →
Editing				

FANTASTICS	GRAMMARISTICS	BOOMTASTICS

Plot point 1 – LO - statutory spellings		SC: • • •
Ideas generation prompt + examples	Model	GD 'deepening the moment'

Progression of Writing Teaching in Year 2

Teaching builds on skills learned and practised in Get Writing (RWI).
An overview of spelling teaching can be found on the Year 2 Literacy Long Term Plan.

Handwriting

Forms capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters (revision of Stage 1 and 2 Read, Write, Inc. handwriting).

Correctly formed lowercase letters of the right size.

Consistent orientation of letters.

Letters sit on the line consistently, including clear ascenders and descenders.

Correct spacing between words that reflects the size of the letters, with letters within words evently spaced and avoiding overcrowding or drifting apart.

Uses the diagonal and horizontal strokes needed to join some letters (Stage 3 Read, Write, Inc. handwriting).

Knows which letter combinations should not be joined (according to RWI)

Develops a more automatic handwriting style, writing longer pieces with maintained legibility.

Spelling

Previously taught GPCs can be revised at the same time as words with new GPCs are introduced.

Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonetically plausible attempts at others.

Spell KS1 common exception words correctly.

Grammar

Knows what an adjective and an adverb is.

Secure understanding of nouns and verbs from previous year group teaching, checking for verb tense consistency.

Forms present simple and past simple tenses.

Can form the progressive tense.

Consistent use of capital letters for proper nouns (names of people, places, days of the week).

Seperates adjectives and nouns in lists with commas.

Apostrophes for singular possession and contractions.

Sentence Construction

Consolidates coordination of two (or more) clauses using conjunctions *'and'*, *'but'* and *'so'*.

Understands subordination of two (or more) clauses using *'when'*, *'if'* and *'because'*.

Consistently expands a noun with adjectives to make a noun phrase (group of words) that adds detail.

Sentence Composition

Understand different sentence functions (statement, question, exclamation, command).

Orally rehearse sentence construction and plan writing by noting ideas (content and key vocabulary).

Change the position of adverbs in a sentence.

Group main ideas and order writing using line breaks or numbers.

Write for different purposes.
Use adventurous vocabulary.

Re-read to check writing makes sense and evaluate writing with others.

Proofread for spelling and grammar, including identifying missing capital letters and punctuation independently.

Make simple improvements.

Progression of Writing Teaching in Year 3

An overview of spelling teaching can be found on the Year 3 Literacy Long Term Plan.

Handwriting

Use joined up handwriting consistently and independently (revision of joins in Stage 3 Read, Write, Inc. handwriting).

Spelling

Spell correctly words that have been previously taught, including: common exception words from KS1, previously taught homophones and those with known prefixes and suffixes.

Can identify spelling errors in KS1 words.

Use and spell correctly many words from the Year 3/Year 4 spelling list.

Use phonetic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.

Grammar

Understanding word families based on common roos (e.g. *solve, solution, solver, dissolve*).

Recognise prepositions as a word class (*before, after, during, in, on, under, over*). Accurately use *a/an*.

Understand noun phrases can include determiners.

Recognise the distinction between different verb forms in terms of meaning.

Form the perfect tense.
Use the present perfect instead of the simple past.

Understand the meaning of more conjunctions (subordination) '*when*', '*after*', '*while*' to link clauses (complex sentence).

Know which conjunctions can express time, place and cause, and how these can be used in creating sentences.

Understand 'adverbials' as a clause element and its function in a sentence (how, when, where).

Secure use of all forms of punctuation taught in previous year groups.

Use inverted commas.

Sentence Construction

Orally compose and write sentences with a range of coordinating conjunctions.

Recognise that speech can be included as (1) part of a sentence, (2) a sentence itself.

Begin to form fronted adverbials using a comma.

Sentence Composition

Discuss models and text types before writing.

Record ideas (notes, bullet points, mind maps).

Understand narrative elements: settings, characters, plot.

Write for a range of purposes.
Understand paragraphs group related ideas.

Form groups of sentences that link to create a paragraph (use of topic sentences).

Use headings and subheadings.

Use organisational devices beyond headings/subheadings (e.g. bullet points in non-fiction).

Recognise speech can be included as (1) part of a sentence, (2) a sentence itself.

Consolidate adjective/determiner choices for effect.

Use ambitious vocabulary.

Evaluate writing (self and peer) and suggest improvements).

Edit for grammar and vocabulary choices, proofread for speeling and punctuation.

Progression of Writing Teaching in Year 4

An overview of spelling teaching can be found on the Year 4 Literacy Long Term Plan.

Handwriting

Use joined up writing consistently, independently and fluently.

Spelling

Pay special attention to the rules of adding suffixes in previously taught year groups.

Use and spell correctlt most words from the Year 3/Year 4 spellings list.

Spell correctly words that have been previously taught, including: common exception words from KS1, previously taught homophones and those with known prefixes and suffixes.

Use phonic knowledge and morphologt to make good attempts at, and check the spelling of, unknown words.

Grammar

Secure knowledge of word families based on common roots.

Correct use of plural noun forms.

Understand how prepositional phrases are formed (preposition + noun/noun phrase).

Understand and use a wider range of determiners (*some, many, much, every, etc*).

Use Standard English verb inflections instead of local spoken forms (e.g. *we were/we was*) and correct use of verb inflections (e.g. *I did, not I done*).

Understand progressive verb forms.

Use apostrophes for singular and plural possession.

Use speech demarcation accurately.

Sentence Construction

Understand main and subordinate clauses and how to manipulate these for effect.

Use a range of adverbials as clause elements, sometimes fronted using a comma. This should include single words (e.g. *then, soon, later*), as subordinate clauses (e.g. *because he was hungry*) or prepositional phrsaes.

Expand noun phrases using pre and post modification (including prepositional phrases after the head noun).

Choose pronouns and vary nouns for cohesion and to avoid repetition.

Sentence Composition

Discuss model texts before writing.

Record ideas (notes, bullet points, diagrams).

Revise narrative elements (characters, settings) including plot development.

Continue to write for a range of purposes.

Orally compose multi-clause sentences using main and subordinate clauses and write these accurately.

Understand that speech can be a sentence itself.

Understand that the position of adverbial elements affects meaning for the reader.

Understand how to use paragraphs to organise ideas around a theme.

Use simple cohesive devices between paragraphs (e.g. adverbials of time, place and number).

Describe characters and settings in narrative writing.

Make interesting and varied language choices.

Continue to use a wide range of organisational devices.

Evaluate writing (self and peer) to suggest improvements, edit for grammar and vocabulary choices, and proof-read for spelling/punctuation.

Progression of Writing Teaching in Year 5

An overview of spelling teaching can be found on the Year 5 Long Term Plan.

Handwriting

Maintain legibility in joined handwriting when writing at speed.

Spelling

Spell words that have been previously taught, including: common exception words from KS1, Year 3/Year 4 statutory words and previously taught homophones.

Use and spell correctly many words from the Year 5/Year 6 spelling list.

Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.
Spell correctly words that have been previously taught, including: common exception words from KS1, previously taught homophones and those with known prefixes and suffixes.
Can identify spelling errors in KS1 words.
Use and spell correctly many words from the Year 3/Year 4 spelling list.
Use phonetic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.

Grammar

Identify relative pronouns and know that relative clauses start with a relative pronoun (e.g. *who, that, which*) or relative adverb (e.g. *when, where*).

Identify modal verbs, recognising that they can express degrees of possibility.

Identify and use adverbs of possibility (*perhaps, probably, certainly, possibly*).

Secure the use of a range of verb forms with subject-verb agreement, particularly the perfect.

Use apostrophes for possession and contraction accurately.

Begins to use brackets, dashes and commas to indicate parenthesis.

Use commas to clarify meaning or avoid ambiguity.

Uses speech punctuation accurately, including other punctuation alongside inverted commas (commas, new speaker new line).

Sentence Construction

Use a range of multi-clause sentences in writing, securing understanding of expanded noun phrases, fronted adverbials and prepositional phrases.

Use a relative clause to form multi-clause sentences, understanding how these can contribute to cohesion.

Sentence Composition

Explicitly identify the purpose of writing and plan content using notes, research and reading models.

Consider how authors develop characters, settings and structure before writing.

Structure non-fiction writing using a variety of devices.

Understand and use a range of cohesive devices within and across paragraphs (e.g. noun references, pronouns, adverbials and tense choice).

Link ideas across paragraphs through cohesive referencing and structure.

Carefully consider vocabulary for effect or emphasis according to purpose and audience (e.g. technical terminology, formal language).

Begin to develop awareness of formality in vocabulary and grammar.

Recognise the impact of sentence length and grammar choices for effect on the reader.

Integrate dialogue to advance action or reveal character
Create atmosphere in narrative writing.

Edit for clarity, consistency and effect, ensuring appropriate control of tense and viewpoint
Perform writing aloud with appropriate control.

Progression of Writing Teaching in Year 6

An overview of spelling teaching can be found on the Year 6 Literacy Long Term Plan.

Handwriting

Maintain legibility in joined handwriting when writing at speed.

Spelling

Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Spell correctly words from the Year 5/Year 6 spelling list.

Grammar

Know that nouns and noun phrases sit in the subject or object position in a clause.

Understand how the passive voice is constructed.

Recognise common subjunctive forms and how they are typical of formality.

Understand how to use commas for clarity, hyphens to avoid ambiguity, colons for lists and semicolons within complex lists.

Understand how dashes, colons and semicolons can be used to mark boundaries between closely related independent clauses; use of ellipsis

Secure the full range of punctuation for parenthesis

Secure placement of punctuation within reporting clauses.

Sentence Construction

Secure use of the main ways for creating simple, compound and complex sentences.

Highly developed noun phrases.

Understand how formal structures differ from informal ones (e.g. *I did not see anyone* vs *I didn't see anybody/ The man whom I spoke to* vs *The man I spoke to*).

Sentence Composition

Write with a clear awareness of audience and purpose, selecting appropriate form, style and layout devices (e.g. tables, columns, bullet points).

Manipulate well-known genres and text features for different effects on the reader.

Understand how varied sentence structures support purpose and formality across different texts.

Reflect on how the passive voice affects emphasis within a sentence.

Use a wide range of adverbials and contrastive conjunctions to link ideas across texts for cohesion.

Understand how repetition can be used for effect and cohesion.

Use deliberate paragraph sequencing to guide the reader through a text (e.g. flashforward, opposing viewpoints).

Use dialogue, description and atmospheric detail to advance narrative writing.

Use precise vocabulary choices to achieve intended effects on the audience.

Explore and refine meaning through synonyms and antonyms.

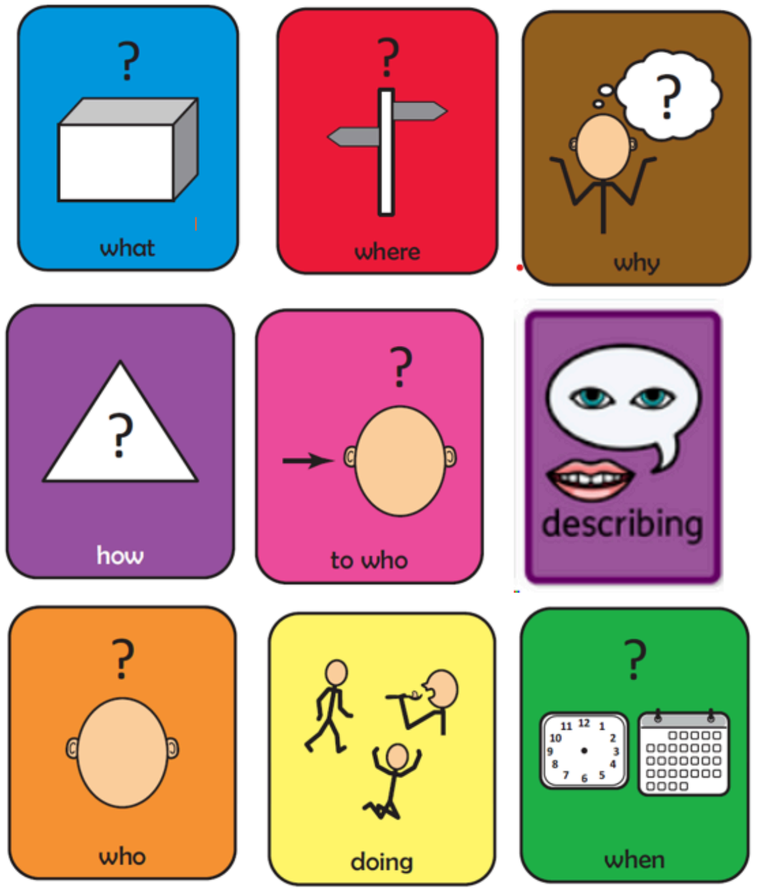
Edit for clarity, consistency and accuracy in grammar and punctuation.

Inclusion: a colourful-sematics approach

At East-the-Water Primary School, we use a colourful semantics approach to ensure inclusive writing practice. Colourful semantics is a language-teaching approach that uses colour-coding to help pupils understand and build grammatically correct sentences.

Teachers are encouraged to use the colourful semantics approach in the following ways:

- To support initial planning
- On interactive lesson slides
- Enlarged and printed out as part of modelling
- As physical, manipulative resources to support pupils to independently construct sentences (colourful semantics strips)
- On printed resources for exploring, planning and structuring writing



Additional inclusive practice can be found on the **‘ETW Writing Inclusion’** document.