



## St. Anselm's English Writing Skills Progression Map 2022-23



### Intent

We aim to install an enthusiasm and love of writing in all of our children, regardless of background and ability, by providing them with the tools and experiences that they need to become life-long independent writers. Knowledge of a topic leads to better writing therefore we provide enrichment opportunities and opportunities for extended writing not just in English, but across the curriculum. Children's motivation to write and their skills as writer's are strongly correlated and we therefore ensure that our planning and teaching of writing is tailored to reflect the interests of our children. We encourage our children to reflect upon their work and we teach them the skills that they need to up-level their writing. Children are given the opportunity to build upon their knowledge of spelling, punctuation and grammar to produce coherent, purposeful and creative pieces of writing that are written for purpose and audience. To further strengthen their intrinsic motivation to write, we celebrate all of their successes and achievements as a school community.

### Impact

Children at St. Anselm's become competent, motivated and enthusiastic writers that are able to write for different purposes and audiences. They understand the importance of neat and clear handwriting and the conventions of Standard English, knowing how and when to use it effectively. Their ability and intrinsic drive to write sets them up for success and the opportunity to thrive at secondary school and beyond. Our writing curriculum provides children with the confidence to write different text types as they have a detailed understanding of the features and impact of these in conveying their purpose for writing. The systematic and progressive way that we teach spelling and grammar secures children's knowledge of these areas and an understanding of how to up level provides our children with the necessary tools to make their writing the best it can possibly be. Our children are proud of their writing and enjoy sharing it with other children, teachers, parents and visitors to our school.



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A unit of writing at St. Anselm's is taught using the following strategies:		
EYFS	KS1	KS2
A creative 'hook' and topic books to engage children and stimulate ideas	A creative 'hook' and topic books to engage children and stimulate ideas	A creative 'hook' and topic books to engage children and stimulate ideas
Model texts ( <i>using a book / text created by the teacher</i> ) as a means of developing a wider range of vocabulary and styles of writing	Model texts ( <i>using a book / text created by the teacher</i> ) as a means of developing a wider range of vocabulary and styles of writing	Model texts ( <i>using a book / text created by the teacher</i> ) as a means of developing a wider range of vocabulary and styles of writing
Planning and drafting (this may include story mapping through actions and retelling)	Planning and drafting (this may include story mapping through actions and retelling)	Planning and drafting (this may include 'boxing up' and 'story boarding')
SPAG objectives are taught explicitly and implicitly	SPAG objectives are taught explicitly and implicitly	SPAG objectives are taught explicitly and implicitly
Success criteria to ensure children are aware of the steps to success	Success criteria to ensure children are aware of the steps to success	Success criteria to ensure children are aware of the steps to success
Guided, shared or modelled writing	Guided, shared or modelled writing	Guided, shared or modelled writing
Independent application ( <i>Final pieces 'Big Writes' are written in the children's English books and are indicated by a 'Big Write' label</i> )	Independent application ( <i>Final pieces 'Big Writes' are written in the children's English books and are indicated by a 'Big Write' label</i> )	Independent application ( <i>Years 3-5 final pieces 'Big Writes' are written in the children's English books and are indicated by a 'Big Write' label; Year 6 Final pieces are written in the children's Big Write books</i> )
Up levelling of spelling, punctuation and grammar ( <i>with adult support</i> )	Up levelling of spelling, punctuation and grammar using purple pens ( <i>independent or with adult support</i> )	Up levelling of spelling, punctuation and grammar using purple pens ( <i>independent or with adult support</i> )



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Phonics is taught through explicit sessions and then applied in English lessons ( <i>see Phonics policy</i> )	Phonics is taught through explicit sessions and then applied in English lessons ( <i>see Phonics policy</i> )	Phonics knowledge continues to be embedded throughout KS2 ( <i>see Phonics policy</i> )
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<p><b>Progression of skills:</b> <i>Our progression map highlights particular focus skills for each year group which are built upon throughout each half term and then recapped and extended during the following school year. This progression map should be read in conjunction with the Writing Genres progression map and the Phonics and Spelling progression map.</i></p>	
<p><b>EYFS</b></p>	
<p><b>Early Learning Goal</b></p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
<p><b>Developmental Progression</b></p>	<ul style="list-style-type: none"> <li>• Can give meaning to marks they make as they draw, write and paint.</li> <li>• Can begin to break the flow of speech into words.</li> <li>• Can continue a rhyming string.</li> <li>• Can hear and say the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Can link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Can Write their own name and other things such as labels and captions.</li> <li>• Can attempt to write short sentences in meaningful contexts.</li> </ul>
<p><b>Terminology</b> <i>Note: See Phonics and Spellings progression of skills map for phonics terminology</i></p>	<p>Word Sentence Capital Letter Full Stop</p>



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Year 1	
<b>Year 1 Word</b>	<ul style="list-style-type: none"><li>• Regular plural noun suffixes</li><li>• -s or -es (for example dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</li><li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li><li>• How the prefix un- changes the meaning of verbs and adjectives (for example unkind, undoing)</li></ul>
<b>Year 1 Sentence</b>	<ul style="list-style-type: none"><li>• How words can combine to make sentences.</li><li>• Joining words and joining clauses using 'and'.</li></ul>
<b>Year 1 Text</b>	<ul style="list-style-type: none"><li>• Sequencing sentences to form short narratives.</li></ul>
<b>Year 1 Punctuation</b>	<ul style="list-style-type: none"><li>• Separation of words with spaces.</li><li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li><li>• Capital letters for names of people, places, the days of the week and the person pronoun 'I'.</li></ul>
<b>Terminology</b>	Letter, Capital letter, Words, Singular, Plural, Sentence, Punctuation, Full stop, Question mark, Exclamation mark, <i>Note: See Phonics and Spellings progression of skills map for phonics terminology</i>
<b>Year 1 Handwriting</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.</li><li>• Form capital letters.</li><li>• Form digits 0-9.</li><li>• Understand which letters belong to which handwriting families</li></ul> <p>Using shape families to teach letter formation:</p> <ul style="list-style-type: none"><li>• For simplicity, the letters of the alphabet can be sorted into four main movement groups. Some letters have different forms – b, k, y, v and so these fall into two groups. Some letters e.g. f, s, have some affinity with a group but could be taught separately. The advantage of aligning letters with a key letter is to help children to remember the starting point and subsequent movement of the letter. This is particularly effective in discriminating b from d.</li></ul> <p>The four groups are:</p> <ul style="list-style-type: none"><li>• Down and off in another direction, exemplified by the letter l (long ladder): letters i, j, l, t, u</li><li>• Down and retrace upwards, exemplified by the letter r (long armed robot): letters b, h, k, m, n, p, r</li></ul>



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	<ul style="list-style-type: none"><li>• Anti-clockwise round, exemplified by the letter c (curly caterpillar): letters c, a, d, e, g, o, q, f, s,</li><li>• Zigzag letters: letters v, w, x, z</li></ul>
<b>Year 2</b>	
<b>Year 2 Word</b>	<ul style="list-style-type: none"><li>• Formation of nouns using suffixes such as –ness, -er and by compounding (for example, whiteboard, superman).</li><li>• Formation of adjectives using suffixes such as – ful, -less.</li><li>• Use of the suffixes –er, -est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.</li></ul>
<b>Year 2 Sentence</b>	<ul style="list-style-type: none"><li>• Subordination (using when, if, that, because) and co-ordination (using or, and, but).</li><li>• Expanded noun phrases for description and specification (for example the blue butterfly, plain flour, the man in the moon).</li><li>• How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li></ul>
<b>Year 2 Text</b>	<ul style="list-style-type: none"><li>• Correct choice and consistent use of present tense and past tense throughout writing.</li><li>• Use of the progressive form of verbs in the present tense to mark actions in progress (for example, she is drumming, he was shouting).</li></ul>
<b>Year 2 Punctuation</b>	<ul style="list-style-type: none"><li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li><li>• Commas to separate items in a list.</li><li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession.</li></ul>
<b>Terminology</b>	Noun, Noun phrase, Statement, Question, Exclamation, Command, Compound, Adjective, Verb, Suffix, Adverb, Tense – past, present, Apostrophe, Comma <i>Note: See Phonics and Spellings progression of skills map for additional terminology</i>
<b>Year 2 Handwriting</b>	<ul style="list-style-type: none"><li>• Form lower case letters of the correct size relative to one another.</li><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 unjoined.</li><li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li><li>• Use spacing between words that reflects the size of the letters.</li><li>• Guidance only: we normally do not join after these letters: b, g, j, p, q, x, y, z</li></ul>
<b>Year 3</b>	
<b>Year 3 Word</b>	<ul style="list-style-type: none"><li>• Formation of nouns using a range of prefixes, for example super-, anti-, auto-.</li><li>• Use of the forms a or an according to whether the next word begins with a consonant or a vowel.</li></ul>



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	<ul style="list-style-type: none"><li>• Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble).</li></ul>
<b>Year 3 Sentence</b>	<ul style="list-style-type: none"><li>• Expressing time, place and cause using conjunctions (for example when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore) or prepositions (for example, before, after, during, in, because of).</li></ul>
<b>Year 3 Text</b>	<ul style="list-style-type: none"><li>• Introduction to paragraphs as a way to group related material.</li><li>• Headings and subheadings to aid presentation.</li><li>• Use of the present perfect form of verbs instead of the simple past.</li></ul>
<b>Year 3 Punctuation</b>	<ul style="list-style-type: none"><li>• Introduction to inverted commas for direct speech.</li></ul>
<b>Terminology</b>	Adverb, Preposition, Conjunction, Word family, Prefix clause, Subordinate clause, Consonant, Consonant letter, Vowel, Vowel letter, Inverted commas <i>Note: See Phonics and Spellings progression of skills map for additional terminology</i>
<b>Year 3 Handwriting</b>	<ul style="list-style-type: none"><li>• Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined.</li><li>• Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.</li></ul>
<b>Year 4</b>	
<b>Year 4 Word</b>	<ul style="list-style-type: none"><li>• The grammatical difference between plural and –s.</li><li>• Standard English form do verb inflections instead of local spoken forms (for example we were instead of we was, or I did instead of I done).</li></ul>
<b>Year 4 Sentence</b>	<ul style="list-style-type: none"><li>• Noun phrases expanded by the additions of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict math teacher with curly hair.</li><li>• Fronted adverbials (for example, later that day, I heard the bad news.)</li></ul>
<b>Year 4 Text</b>	<ul style="list-style-type: none"><li>• Use of paragraphs to organise to organise ideas around a theme.</li><li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li></ul>
<b>Year 4 Punctuation</b>	<ul style="list-style-type: none"><li>• Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause: end punctuation within inverted commas.</li><li>• Apostrophes to mark plural possession.</li></ul>



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	<ul style="list-style-type: none"><li>• Use of commas after fronted adverbials.</li></ul>
<b>Terminology</b>	Determiner, Pronoun, Possessive pronoun, adverbial <i>Note: See Phonics and Spellings progression of skills map for additional terminology</i>
<b>Year 4 Handwriting</b>	<ul style="list-style-type: none"><li>• Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined.</li><li>• Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.</li></ul>
<b>Year 5</b>	
<b>Year 5 Word</b>	<ul style="list-style-type: none"><li>• Converting nouns or adjectives into verbs using suffixes (for example –ate, -ise, -ify).</li><li>• Verb prefixes (for example, dis-, de-, mis-, over- and re-</li></ul>
<b>Year 5 Sentence</b>	<ul style="list-style-type: none"><li>• Relative clauses beginning with who, which, were, when, that or an omitted relative pronoun.</li><li>• Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example might, should, will, must).</li></ul>
<b>Year 5 Text</b>	<ul style="list-style-type: none"><li>• Devices to build cohesion within a paragraph (for example, then, after that, this, firstly).</li><li>• Linking ideas across paragraphs using adverbials of time (for example, later), place (for example later), and number (for example, secondly) or tense choices (for example, he had seen her before).</li></ul>
<b>Year 5 Punctuation</b>	<ul style="list-style-type: none"><li>• Brackets, dashes or commas to indicate parenthesis.</li><li>• Use of commas to clarify meaning or avoid ambiguity.</li></ul>
<b>Terminology</b>	Modal verbs, Relative pronoun, Relative clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity <i>Note: See Phonics and Spellings progression of skills map for additional terminology</i>
<b>Year 5 Handwriting</b>	Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"><li>• Choosing with shape of letter to use when given choices and deciding, as part of their personal style, where or not to join specific letters.</li><li>• Choosing the writing implement that is best suited for a task.</li></ul>
<b>Year 6</b>	
<b>Year 6 Word</b>	<ul style="list-style-type: none"><li>• 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).</li><li>• How words are related by meaning as synonyms and antonyms.</li></ul>



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<b>Year 6 Sentence</b>	<ul style="list-style-type: none"><li>• 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).</li><li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for</li><li>• 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.</li></ul>
<b>Year 6 Text</b>	<ul style="list-style-type: none"><li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase grammatical connections (for example, the use adverbials such as on the other hand, in contrast or as a consequence) and ellipsis.</li><li>• Layout devices (for example, headings, subheadings, columns, bullets or tables to structure text.</li></ul>
<b>Year 6 Punctuation</b>	<ul style="list-style-type: none"><li>• Use of the semi colon, colon and dash to mark the boundary between independent clauses (for example, it's raining: I'm fed up.)</li><li>• Use of the colon to introduce a list and use of semi-colons within lists.</li><li>• Punctuation of bullet points to list information,</li><li>• How hyphens can be used to avoid ambiguity.</li></ul>
<b>Terminology</b>	Subject, Object, Active, Passive. Synonym. Antonym, Ellipsis, Hyphen, Colon, Semi-colon, Bullet points <i>Note: See Phonics and Spellings progression of skills map for additional terminology</i>
<b>Year 6 Handwriting</b>	Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"><li>• Choosing with shape of letter to use when given choices and deciding, as part of their personal style, where or not to join specific letters.</li><li>• Choosing the writing implement that is best suited for a task.</li></ul>