



## Writing Progression at Kings Ash Academy



### Writing Intent at Kings Ash Academy

At Kings Ash Academy, our aim is to ensure all of our children are quality writers who enjoy and are engaged in writing a range of text types. Our aim is for our writers to develop a secure understanding of how to create a piece of grammatically correct piece of writing with a sound knowledge of punctuation and spelling learning, whilst also developing a joined handwriting style. Our intent is to develop children's love of all types of literature and to apply this to their writing.

### Writing Implementation at Kings Ash Academy

At Kings Ash Academy, our primary approach to teaching writing is through the use of Babcock Teaching Sequences. These are taught through three stages: learning about the text; practising and shared writing; and independent writing. These are taught using quality texts with a progressive coverage of text types throughout the year and across year groups. In addition to this, we supplement our writing teaching with additional teacher planned sequences (which are generally of a shorter length). We then also further enhance this through writing opportunities in all areas of the curriculum as part of our Big Ideas.

FS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Writing Process</b>						
Secure fit for the writing judgement.	Combine words to make sentences orally.	Plan and orally rehearse writing, including selecting appropriate vocabulary, phrases and sentences.	Continue to orally rehearse and draft writing, developing: - A rich and varied vocabulary; - A wider range of sentence structures.	Continue to orally rehearse and draft writing, developing: - A rich and varied vocabulary; - A wider range of sentence structures.	Plan and draft writing making choices about: audience, purpose and form.	Plan and draft writing making choices about: audience, purpose and form.
Evidence to be collected when children are demonstrating independent writing skills	Orally rehearse sentences before writing.	Write for a range of purposes using simple features of text types.	Evaluate the effectiveness of writing and suggest improvements	Evaluate the effectiveness of writing and suggest improvements.	Develop ideas at the planning stage taking account of research and text models.	Develop ideas at the planning stage taking account of research and text models.
	Re-read and check it makes sense.	Write for a range of purposes using appropriate vocabulary, detail and style throughout the piece of writing.	Proof-read for spelling and punctuation accuracy.	Proof read for spelling and punctuation accuracy.	Make choices in drafting and revising writing, showing some understanding of how these enhance meaning.	Make choices in drafting and revising writing, showing some understanding of how these enhance meaning.
	Sequence sentences to form a short narrative or piece of information writing.	Organise writing into simple sections.	In narrative create settings, characters and plot.	In narrative create settings, characters and plot.	Proof read for spelling, punctuation and grammatical errors (e.g.	Proof read for spelling, punctuation and grammatical errors (e.g.

					subject/verb agreements, tense use).	subject/verb agreements, tense use).
	Use basic descriptive language.	Make simple revisions, additions and corrections to their own writing.	In non-narrative, use a range of organisational devices e.g. sub headings.	In non-narrative, use a range of organisational devices e.g. sub headings	Use a wide range of devices to build cohesion within paragraph and between paragraphs <i>For example: adverbials, synonyms/phrases to avoid repetition and generalise, pronouns, ellipsis, verb tense/form choices, using topic sentences within information texts, conjunctions to begin paragraphs.</i>	Use a wide range of devices to build cohesion within paragraph and between paragraphs <i>For example: adverbials, synonyms/phrases to avoid repetition and generalise, pronouns, ellipsis, verb tense/form choices, using topic sentences within information texts, conjunctions to begin paragraphs.</i>
		Demonstrate positive attitudes to writing and growing stamina.	Organise paragraphs around a theme e.g. use of topic sentence in non-narrative.	Organise paragraphs around a theme e.g. use of topic sentence in non-narrative.	Extend and elaborate ideas within paragraphs.	Extend and elaborate ideas within paragraphs.
			Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.	Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.	Use a range of organisational and presentational devices to structure text, appropriate to purpose and audience.	Use a range of organisational and presentational devices to structure text, appropriate to purpose and audience.
			Write for real purposes and audiences, making some appropriate choices about form.	Write for real purposes and audiences, making some appropriate choices about form.	Write for a wide range of purposes and audiences.	Write for a wide range of purposes and audiences.
			Demonstrate understanding of the main features of different forms of writing.	Demonstrate understanding of the main features of different forms of writing.	In narrative, create effective settings, characters, atmosphere and plots.	In narrative, create effective settings, characters, atmosphere and plots.
			Write using a rich and varied vocabulary appropriate to purpose and form.	Write using a rich and varied vocabulary appropriate to purpose and form.	In narrative, integrate dialogue effectively to convey character.	In narrative, integrate dialogue effectively to convey character and advance the action.
					In non –narrative maintain an appropriate style and vocabulary to maintain the reader’s interest throughout.	In non –narrative maintain an appropriate style and vocabulary to maintain the reader’s interest throughout.
					Select and vary vocabulary and grammatical structures that reflect the level of formality.	Select and vary vocabulary and grammatical structures that reflect the level of formality.

Grammar and Punctuation						
Set 1 sounds mostly secure, including some evidence of digraphs.	Separate words with spaces.	Demarcate grammatically correct sentences with capital letters and end punctuation (full stops, question marks, exclamation marks).	Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although).	Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although).	Expand noun phrases by use of prepositional phrases and relative clauses (including or omitting the relative pronoun) to add detail, qualification and precision.	Expand noun phrases by use of prepositional phrases and relative clauses (including or omitting the relative pronoun) to add detail, qualification and precision.
	Identify the verb in a main clause and understand how this creates a simple sentence..	Write statements appropriately with an understanding of how the grammatical pattern indicates the function.	Express time, place and cause using: <ul style="list-style-type: none"> <li>• adverbs (then, next, soon, therefore, finally);</li> <li>• adverbials including prepositional phrases (e.g. before dark, during break, in the cave, because of Fred);</li> <li>• conjunctions (when, before, after, while, so, because);</li> <li>• prepositions (before, after, during, in).</li> </ul>	Express time, place and cause using: <ul style="list-style-type: none"> <li>• adverbs (then, next, soon, therefore, finally);</li> <li>• adverbials including prepositional phrases (e.g. before dark, during break, in the cave, because of Fred).</li> </ul>	Use adverbials, including prepositional phrases, to add detail, qualification and precision.	Use adverbials, including prepositional phrases, to add detail, qualification and precision.
	Demarcate grammatically correct sentences with capital letters and end punctuation (full stops, question marks, exclamation marks).	Write questions appropriately with an understanding of how the grammatical pattern indicates the function.	Begin to use fronted adverbials (words and phrases).	Use fronted adverbials (words and phrases).	Use adverbs (e.g. perhaps, surely), and modal verbs to indicate degrees of possibility.	Use adverbs (e.g. perhaps, surely), and modal verbs to indicate degrees of possibility.
	Accurately form a sentence with a subject, verb and object.	Write exclamations appropriately with an understanding of how the grammatical pattern indicates the function.	Expand noun phrases by use of modification before the noun.	Expand noun phrases by use of modification before the noun and prepositional phrases after the noun.	Use a wide range of clause structures, sometimes varying their position within a sentence.	Use a wide range of clause structures, sometimes varying their position within a sentence.
	Use capital letters for names and the personal pronoun 'I'.	Write commands appropriately with an understanding of how the grammatical pattern indicates the function.	Use a range of verb forms to develop shades of meaning e.g. simple past/present, progressive and perfect forms.	Use a range of verb forms to develop shades of meaning e.g. simple past/present, progressive and perfect forms.	Use relative clauses that are punctuated correctly and which include a variety of relative pronouns.	Use relative clauses (for the modification of nouns) that are punctuated correctly and which include a variety of relative pronouns.

	Join words using 'and'.	Develop cohesion by using present and past tense mostly correctly and consistently (simple/progressive).	Demarcate sentences accurately throughout, using capital letters, full stops, question marks and exclamation.	Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done).	Punctuate simple, compound and complex sentences accurately with commas and full stops.	Punctuate simple, compound and complex sentences accurately with commas and full stops.
	Join clauses using 'and'.	Use co-ordination (and, or, but) to write compound sentences.	Develop increasing accuracy in the use of inverted commas and other punctuation to indicate direct speech.	Demarcate sentences accurately throughout, using capital letters, full stops, question marks and exclamation.	Select a range of verb forms appropriately (past/present; simple/progressive/perfect).	Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly.
		Use subordination (when, if, that, because) to write complex sentences.	Use apostrophes for contractions and singular possession in nouns.	Develop increasing accuracy in the use of inverted commas and other punctuation to indicate direct speech.	Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly.	Some correct use of brackets, dashes or commas to indicate parenthesis.
		Expand noun phrases to add description and specification.		Use apostrophes to mark plural possession.	Some correct use of brackets, dashes or commas to indicate parenthesis.	Use colons to introduce a list and semi-colons within lists .
		Use commas to separate items in a list.		Use commas after fronted adverbials.		Use the passive voice to affect the presentation of information in a sentence.
		Use apostrophes to show possession in singular nouns.				Use bullet points to list information where appropriate.
		Use apostrophes accurately for contraction.				Some correct use of semi-colons and colons to mark the boundary between independent clauses.

### Spelling

Most VC and CVC words spelt correctly	Use phonic knowledge and skills from FS and Y1 to spell phonetically regular words correctly (many).	Usually accurate spelling of simple mono syllabic and polysyllabic words including high frequency homophones (many).	Spell common words correctly, including exception words.	Spell common words correctly, including exception words.	Spell most words accurately including spelling increasingly complex words correctly.	Spell most words accurately including spelling increasingly complex words correctly.
Phonetically plausible attempts at spelling CVCC and CCVC words.	Spell Y1 common exception words.	Segment spoken word into phonemes and represent these by graphemes*, many correctly.	Spell unknown words using phonic knowledge, knowledge of prefixes and suffixes and etymology (Word list gives examples) e.g. un, dis, mis, in, im, re, sub, inter, super, anti, auto, ation, ly, ous.	Spell unknown words using phonic knowledge, knowledge of prefixes and suffixes and etymology (Word list gives examples) e.g. un, dis, mis, in, im, re, sub, inter, super, anti, auto, ation, ly, ous.	Word endings and letter strings – ant, ance, ancyl, ent, ence, ency, ible, able, cial, tial, ough.	Word endings and letter strings – ant, ance, ancyl, ent, ence, ency, ible, able, cial, tial, ough, ibly, ably, cious, tious.

Evidence of some red words spelt correctly.	Spell words with simple suffixes and prefixes correctly.	Spell common exception words* (many).	word endings – tion, sion, ssion, cian, sure, ture.	Word endings – tion, sion, ssion, cian, sure, ture.	Spell age-appropriate and common homophones correctly eg. isle and aisle, cereal and serial, as well as to, two and too.	Spell age-appropriate and common homophones correctly eg. isle and aisle, cereal and serial, as well as to, two and too.
	Use singular and plural 's' and 'es' correctly with understanding of how the suffix changes meaning of the noun.	Adding ing, ed, er, est to words ending in y.	homophones – see NC for examples.	Homophones – see NC for examples.	Begin to use a wide range of prefixes and suffixes including dis, de, mis, over, re, -ate, -ise, -fer and -ify.	Begin to use a wide range of prefixes and suffixes including dis, de, mis, over, re, -ate, -ise, -fer and -ify.
	Use the prefix 'un' correctly to change the meaning of verbs and adjectives.	Adding es to words ending in y.	Rare GPCs – see NC.	Rare GPCs – see NC.	Begin to spell words on the Year 5/6 statutory word list correctly.	Use hyphens appropriately to avoid ambiguity.
	Add suffixes to verbs where the root word does not need to change.	Apply knowledge of a wider range of suffixes to form nouns in writing, eg, 'ness', 'er'.	Use the articles a/an correctly.	Use a/an correctly.	Begin to use hyphens appropriately.	Spell words on the Year 5/6 statutory word list correctly and consistently throughout.
		Apply knowledge of a wider range of suffixes to form adjectives in writing, eg, 'ful', 'less'.	Use a dictionary to check spelling where appropriate.	Use a dictionary to check spelling where appropriate.		
		Apply knowledge of a wider range of suffixes to turn adjectives into adverbs in writing, eg, 'ly'.	Begin to spell words from statutory list correctly.	Spell words from statutory list.		
	Spell some words with contracted forms.					
<b>Handwriting</b>						
Letter orientation mostly secure with evidence of the anti clockwise movement.	Form letters correctly.	Use spacing between words that reflects the size of the letters.	Use joined up writing consistently independently.	Use joined up writing consistently independently.	Write fluently and legibly using joined handwriting.	Write fluently and legibly using joined handwriting and with increased speed.
		Write capital letters, lower case letters and digits with correct size and orientation.				
		Use the diagonal and horizontal strokes needed to join letters in some writing.				

