Progression in Writing

Intent:
Through our English curriculum, St George's Catholic Voluntary Academy promotes high standards of language and literacy by equipping pupils with a strong command of the spoken and written language. Pupils are supported develop their love of writing through our Talk4Writing approach to writing. Our curriculum for writing ensures that all pupils:

• read easily, fluently and with good understanding
• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
• appreciate our rich and varied literary heritage
• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Implementation:
1. Curriculum drivers shape our curriculum breadth in writing and our planning is built around the Talk4Writing methodology. Drivers are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. **Our curriculum drivers are community, spirituality, equality, opportunity and aspiration.**
2. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. We explore the writing of classic, high quality authors across all years groups.
3. The breadth of model texts used/created is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars. We aim to plan for the study of at least one fiction and one non-fiction text each half term.
4. Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time. This feeds into the T4W scheme, where repetition is key and revisits are a part of every day learning.
5. **Threshold Concepts:**
• COMPOSITION: To write with purpose; to use imaginative description; to organize writing appropriately, use paragraphs; use sentences appropriately.
• TRANSCRIPTION: Present neatly; spell correctly; punctuate accurately
• ANALYSIS & PRESENTATION: Analyse writing; present writing

6. **Pedagogical Content Knowledge and Strategies: The writing curriculum (T4W)** is carefully planned so that all aspects of writing are revisited at least once per half term and built upon throughout their writing journey.

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation
Aspect covered in Year 1	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
1	Regular **plural noun suffixes** –s or –es (e.g. *dog, dogs; wish, wishes*) **Suffixes** that can be added to **verbs** (e.g. *helping, helped, helper*) How the **prefix** *un*– changes the meaning of **verbs** and **adjectives** (negation, *e.g. unkind*, or undoing, *e.g. untie the boat*)	How **words** can combine to make **sentences** Joining **words** and joining **sentences** using *and*	Sequencing **sentences** to form short narratives	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark

Milestone 1	Year 2	

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation	Subordinate clause word list
Aspect covered in Year 2	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons	because after before as when as soon as if

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
2	Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Sentences with different forms: statement, question, exclamation, command	Correct choice and consistent use of present tense and past tense throughout writing Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark contracted forms in spelling	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma

Milestone 2		Year 3	

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation
Aspect covered in Year 3	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
3	Formation of nouns using a range of prefixes, such as super–, anti–, auto– Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) **Word families** based on common **words**	Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the perfect form of verbs to mark relationships of time and cause (e.g. I *have written it down so we can check what he said*.)	Introduction to inverted commas to punctuate direct speech	word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause

Milestone 2			Year 4		
Year 6 Test Content domain	**Language structure**	**Standard English**	**Vocabulary / Language Structure**	**Punctuation**	**Subordinate clause word list**
Aspect covered in Year 4	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons	although because after before once as since when until wherever whenever while whilst unless as soon as if
Year Group	**Word Structure**	**Sentence structure**	**Text Structure**	**Punctuation**	**Vocabulary**
4	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Fronted adverbials (e.g. Later that day, I heard the bad news.)	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition	Use of inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials	pronoun, possessive pronoun, adverbial

Milestone 3			Year 5		
Year 6 Test Content domain	**Language structure**	**Standard English**	**Vocabulary / Language Structure**	**Punctuation**	**Subordinate clause word list**
Aspect covered in Year 5	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons	although because after before once as since when until wherever whenever while whilst unless as soon as if

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
5	Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–)	Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity

Milestone 3			Year 6	

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation	Subordinate clause word list
Aspect covered in Year 6	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons	although because after before once as since when until wherever whenever while whilst unless as soon as if

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken) Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym

Breadth of Study		
Fiction (possible ideas for models)		**Non-Fiction**
Year 1	**The Wishing Tale** (The elves and the shoe maker, Little Red Hen) **Tale of Magical Disaster** (Magic Porridge Pot) **Finding Tale** (Luty and the Mermaid) **Tale of Defeating the Monster** (Rapunzel) **Tale of Quest** (Dick Whittington)	**Labels and Captions** **Persuasive** **Instructions and persuasion** **Instructions** **Information texts** **Recount**
Year 2	Tale of Quest (Little Red Riding Hood) **Rags to Riches** (Cinderella) Finding Tale (Where the wild things are) **Tale of Fear** (The Papaya that spoke) **Warning Tale** (The Door in the Mountain) Tale of Defeating the Monster (The Paper Bag Princess)	Instructions Persuasive **Recount in the form of a letter** Information texts **Explanations**
Year 3	The Wishing Tale (3 Billy Goats Gruff) Tale of Defeating the Monster (The Reluctant Dragon) Warning Tale (Adventures at Sandy Cove) **Losing Tale (Daft Jack)** Finding Tale (The Thing in the Basement) Tale of Quest (Medusa and Perseus)	Instructions **Non chronological report** Recount in the form of a letter Persuasive **Discussion** Explanation
Year 4	Tale of Quest (The Edge of the World) Tale of Defeating the Monster (Cockleshell Heroes) Tale of Fear (Warhorse) Losing Tale (Pandora's Box) Finding Tale (The Noise) Warning Tale (Risky Business)	Discussion Instructions Recount in the form of a letter **Journalistic** Persuasive Information Texts
Year 5	The Wishing Tale (The Story of Isis and Osiris) Losing Tale (The Lost) Tale of Quest (Little Red) Warning Tale (Why the Whales Came) Defeating the Monster (Harry Potter) Tale of fear (Dr Who)	Discussion Explanation Instructions Journalistic Persuasive Information Texts
Year 6	Tale of Quest (Kidnapped) Tale of Fear (The Canal) The Wishing Tale (White Horse of Zennor) Warning Tale (Holes) Defeating the Monster (Beowolf)	Journalistic **Autobiography/biography** Information texts Discussion Instructions/Explanation