

Curriculum Area Progression Summary

Area of Learning: Literacy – Writing



| Stage | Summary of key skills and knowledge to be acquired |
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| 4 | <ul style="list-style-type: none"> ● Knows how to use mark making tools to create marks which look like writing ● Turns pages in a book, sometimes several at once. ● Beginning to use three fingers (tripod grip) to hold writing tools ● Imitates drawing simple shapes such as circles and lines. ● Knows how to trace over lines |
| 5 | <ul style="list-style-type: none"> ● Imitates an adult's writing behaviour. ● Knows how to trace over letters. ● Sometimes gives meaning to marks as they draw and paint. ● Is developing an appropriate grip on a writing tool. |
| 6 | <ul style="list-style-type: none"> ● Gives meaning to marks they make as they draw, write and paint. ● Links sounds to letters, naming and sounding the letters of the alphabet. ● Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. ● Writes own name and other things such as labels, captions. ● Begins to use anticlockwise movement and retrace vertical lines. ● Shows a preference for a dominant hand. |
| 7 | <ul style="list-style-type: none"> ● Attempts to write short sentences in meaningful contexts. ● Pupils are able to use their phonic knowledge to write words in ways which match their spoken sounds. ● Write simple sentences which can be read by themselves and others. |
| 8 | <ul style="list-style-type: none"> ● The pupil can, after discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional) ● Demarcate some sentences with capital letters and full stops. ● Identify or write the 40+ graphemes on hearing the corresponding phoneme ● form lower-case letters in the correct direction, starting and finishing in the right place ● form lower-case letters of the correct size relative to one another in some of their writing |
| 9 | <ul style="list-style-type: none"> ● Knows how to write polysyllabic words by breaking the words into syllables. ● Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these. ● knows how to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. ● Write the letters of the alphabet in sequence and in both upper and lower case. |

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| 10 | <ul style="list-style-type: none"> ● Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ● Knows the possessive apostrophe (singular) For example, the girls’s book) ● add suffixes to spell longer words ● start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● knows how to write for different purposes ● knows how to plan or say out loud what they are going to write about ● Know how to use familiar and new punctuation correctly including full stops, capital letters, exclamation marks, questions marks, commas for lists and apostrophes for contracted forms and the possessive. ● Describe characters, settings and /or plot in a simple way, with some interesting details. |
| 11 | <ul style="list-style-type: none"> ● Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ● use spacing between words that reflects the size of the letters ● write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. ● Knows how to make simple additions, revisions and corrections to their own writing ● Knows how to use sentences with different forms, e.g. statement, question, exclamation, command ● Knows how to write to suit purpose, and show some features of the genre being taught. Create chronological narratives; write in sequence. Write simple beginning, middle, ending. |
| 12 | <ul style="list-style-type: none"> ● Use further prefixes and suffixes and understand how to add them ● Knows how to spell words that are often misspelt ● Increase the legibility, consistently and quality of their handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch ● in narratives, knows how to create settings, characters and plot ● Knows how to proofread for spelling and punctuation errors |
| 13 | <ul style="list-style-type: none"> ● Continue to distinguish between homophones and other words which are often confused ● Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary ● identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning |

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| | <ul style="list-style-type: none">● ensure the consistent and correct use of tense throughout a piece of writing● use commas to clarify meaning or avoid ambiguity in writing |
| 14 | <ul style="list-style-type: none">● Knows how to spell some words with silent letters, for example, knight, solemn● Knows how to use a dictionary to check the spelling and meaning of words● Knows how to use a thesaurus● Can write legibly, fluently and with increasing speed● Can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning● Knows how to use further organisational and presentational devices to structure text and to guide the reader.● Knows how to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms● Knows how to use semicolons, colons or dashes to mark boundaries between independent clauses |