

How we plan our writing journey

Each year group has skills broken down that should be taught in each term (Entering-Autumn, Developing-Spring, Secure-Summer. The English Lead maps out the purposes for writing to carefully match these skills. Here is an example of the skills taught in the Autumn term for a Year 6 child.



Writing Progression of Skills



Autumn Term: Year 6 entering	
Handwriting	Maintain legibility and consistency in joined handwriting when writing at speed.
Planning, Composition and editing	Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.
	Identify the audience and plan for a range of purposes, selecting the appropriate language (using technical terms and synonyms effectively).
	Identify the audience and write for a range of purposes, selecting the appropriate form.
	Identify whether the writing is informal or formal and plan appropriate format and language.
	Deliberately consider the length of sentences within a paragraph, mixing single words, fragments, short sentences and detailed descriptive sentences.
	Use a thesaurus to effectively select better vocabulary; Use a dictionary to reverse check that the word fits the context.
Grammar and Punctuation	In narratives, describe settings, characters and atmosphere.
	Inverted commas and other punctuation to indicate direct speech.
	Integrate dialogue to convey character and advance the action.
	Use a range of figurative language (metaphors, onomatopoeia, personification).
	Use colons to introduce a list and punctuate bullet points consistently.
	Use sentences with lists to give a <u>number of</u> pieces of information succinctly (e.g., component parts, features of locations...)
	Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.
	Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.
	Use simple sentences to build tension.
	Use hyphens and ellipses.
Spelling	Spell words with 'ough' letter string.
	Spell words ending 'cial' and 'tial'.
	Spell words generated from prefixes and roots.
	Spell 50% of the statutory word list correctly.
	Spell homophones (dessert/desert, stationery/stationary, complement/compliment, principle/principal).
	Spell all homophones taught in KS2.