

## WRITING AT



## ALL SAINTS' CATHOLIC PRIMARY SCHOOL

We aim to teach children the life skill of written communication so that they leave us with:

- **The ability to write fluently and with interesting detail on a number of topics**
- **A vivid imagination which makes readers engage with and enjoy their writing**
- **A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description**
- **Well-organised and structured writing, which includes a variety of sentence structures**
- **Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat**

- **A love of writing and an appreciation of its educational, cultural and entertainment values**

**WRITING OPPORTUNITIES**  
**ALL SAINTS' CATHOLIC PRIMARY SCHOOL**

<b>Text Type</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Narrative	<ul style="list-style-type: none"> <li>• Write stories set in places pupils have been</li> <li>• Write stories with imaginary settings.</li> <li>• Write stories and plays that use the language of fairy tales and traditional tales</li> <li>• Write stories that mimic significant authors</li> <li>• Write narrative diaries</li> </ul>	<ul style="list-style-type: none"> <li>• Write stories set in places pupils have been.</li> <li>• Write stories that contain mythical, legendary or historical characters or events.</li> <li>• Write stories of adventure.</li> <li>• Write stories of mystery and suspense.</li> <li>• Write letters.</li> <li>• Write plays.</li> <li>• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum</li> </ul>
Non-fiction	<ul style="list-style-type: none"> <li>• Write labels.</li> <li>• Write lists.</li> <li>• Write captions.</li> <li>• Write instructions.</li> <li>• Write recounts.</li> <li>• Write glossaries.</li> <li>• Present information.</li> <li>• Write non-chronological reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Write instructions.</li> <li>• Write recounts.</li> <li>• Write persuasively.</li> <li>• Write explanations.</li> <li>• Write non-chronological reports.</li> <li>• Write biographies.</li> <li>• Write in a journalistic style.</li> <li>• Write arguments.</li> <li>• Write formally.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>• Write poems that use pattern, rhyme and description.</li> <li>• Write nonsense and humorous poems and limericks.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn by heart and perform a significant poem.</li> <li>• Write haiku.</li> <li>• Write cinquain.</li> <li>• Write poems that convey an image (simile, word play, rhyme and metaphor).</li> </ul>
Note:	Only the following are statutory at KS1: personal experiences real events poetry	Only the following are statutory at KS2: narratives non-fiction poetry

different purposes.

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**PROGRESSION OF WRITING SKILLS  
ALL SAINTS' CATHOLIC PRIMARY SCHOOL**

<b>WRITING</b>		<b>KS1 PI</b>	<b>LKS2 PI</b>	<b>UKS2 PI</b>
Composition 1	To write with purpose	<ul style="list-style-type: none"><li>• Say first and then write to tell others about ideas.</li><li>• Write for a variety of purposes.</li><li>• Plan by talking about ideas and writing notes.</li><li>• Use some of the characteristic features of the type of writing used.</li><li>• Write, review and improve.</li></ul>	<ul style="list-style-type: none"><li>• Write for a wide range of purposes using the main features identified in reading.</li><li>• Use techniques used by authors to create characters and settings.</li><li>• Compose and rehearse sentences orally.</li><li>• Plan, write, edit and improve.</li></ul>	<ul style="list-style-type: none"><li>• Identify the audience for writing.</li><li>• Choose the appropriate form of writing using the main features identified in reading.</li><li>• Note, develop and research ideas.</li><li>• Plan, draft, write, edit and improve.</li></ul>

Composition 2	To use imaginative description	<ul style="list-style-type: none"> <li>• Use adjectives to add detail.</li> <li>• Use names of people, places and things.</li> <li>• Use well-chosen adjectives.</li> <li>• Use nouns and pronouns for variety.</li> <li>• Use adverbs for extra detail</li> </ul>	<ul style="list-style-type: none"> <li>• Create characters, settings and plots.</li> <li>• Use alliteration effectively.</li> <li>• Use similes effectively.</li> <li>• Use a range of descriptive phrases including some collective nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Use the techniques that authors use to create characters, settings and plots.</li> <li>• Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>• Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>
<b>WRITING</b>		<b>KS1 PI</b>	<b>LKS2 PI</b>	<b>UKS2 PI</b>
Composition 3	To organise writing appropriately	<ul style="list-style-type: none"> <li>• Re-read writing to check it makes sense.</li> <li>• Use the correct tenses.</li> <li>• Organise writing in line with its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Use organisational devices such as headings and sub headings.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>• Choose effective grammar and punctuation and propose changes to improve clarity.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> </ul>
Composition 4	To use paragraphs	<ul style="list-style-type: none"> <li>• Write about more than one idea.</li> <li>• Group related</li> </ul>	<ul style="list-style-type: none"> <li>• Organise paragraphs around a theme.</li> <li>• Sequence paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make</li> </ul>

		information.		sense if read alone. • Write cohesively at length.
Composition 5	To use sentences appropriately	<ul style="list-style-type: none"> <li>• Write so that other people can understand the meaning of sentences.</li> <li>• Sequence sentences to form a short narrative.</li> <li>• Convey ideas sentence by sentence.</li> <li>• Join sentences with conjunctions and connectives.</li> <li>• Vary the way sentences begin.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences.</li> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• direct speech, punctuated correctly</li> <li>• clauses</li> <li>• adverbial phrases.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul> </li> </ul>
<b>WRITING</b>		<b>KS1 PI</b>	<b>LKS2 PI</b>	<b>UKS2 PI</b>
Transcription 1	To present neatly	<ul style="list-style-type: none"> <li>• Sit correctly and hold a pencil correctly.</li> <li>• Begin to form lower-case letters correctly.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Understand letters that are formed in similar ways.</li> <li>• Form lower-case letters of a consistent size.</li> <li>• Begin to join some letters.</li> <li>• Write capital letters and digits of</li> </ul>	<ul style="list-style-type: none"> <li>• Join letters, deciding which letters are best left un-joined.</li> <li>• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Write fluently and legibly with a personal style.</li> </ul>

		<p>consistent size.</p> <ul style="list-style-type: none"> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>		
<b>WRITING</b>		<b>KS1 PI</b>	<b>LKS2 PI</b>	<b>UKS2 PI</b>
Transcription 2	To spell correctly	<ul style="list-style-type: none"> <li>• Spell words containing 40+ learned phonemes.</li> <li>• Spell common exception words (the, said, one, two and the days of the week).</li> <li>• Name letters of the alphabet in order.</li> <li>• Use letter names to describe spellings of words.</li> <li>• Add prefixes and suffixes, learning the rule for adding s and es as a plural marker</li> </ul>	<ul style="list-style-type: none"> <li>• Use prefixes and suffixes and understand how to add them.</li> <li>• Spell further homophones.</li> <li>• Spell correctly often misspelt words.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> </ul>	<ul style="list-style-type: none"> <li>• Use prefixes, applying guidelines for adding them.</li> <li>• Spell some words with silent letters (knight, psalm solemn).</li> <li>• Distinguish between homophones and other words that are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>• Use dictionaries to check spelling and meaning of words.</li> </ul>

Transcription  
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for nouns, and the third person singular marker for verbs (I drink - he drinks).

- Use the prefix un.
- Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.

(SEE NEXT PAGE TOO)

- Use spellings rules.
- Write simple sentences dictated by the teacher.
- Spell by segmenting words into phonemes and represent them with the correct graphemes.
- Learn some new ways to represent phonemes.
- Spell common exception words correctly.
- Spell contraction words correctly (can't,

- Use the first two or three letters of a word to check its spelling in a dictionary.

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

- Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.

- Use a thesaurus.

		<p>don't).</p> <ul style="list-style-type: none"> <li>• Add suffixes to spell longer words (-ment, -ness, -ful and -less).</li> <li>• Use the possessive apostrophe. (singular) (for example, the girl's book)</li> <li>• Distinguish between homophones and near-homophones.</li> </ul>		
<b>WRITING</b>		<b>KS1 PI</b>	<b>LKS2 PI</b>	<b>UKS2 PI</b>
Transcription 3	To punctuate accurately	<ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join words and sentences.</li> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li> <li>• Use sentences with different forms: statement, question,</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using fronted adverbials.</li> </ul> </li> <li>• Indicate grammatical and</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>• Using passive verbs to affect the presentation of information in a sentence.</li> <li>• Using the perfect form of verbs to mark relationships of time and cause.</li> <li>• Using expanded noun phrases to convey complicated information concisely.</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> </ul> </li> </ul>

		<p>exclamation and command.</p> <ul style="list-style-type: none"> <li>• Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>• Use subordination (when, if, that or because).</li> <li>• Use coordination (or, and, but).</li> <li>• Use some features of standard written English.</li> <li>• Use the present and past tenses correctly, including the progressive form</li> </ul>	<p>other features by:</p> <ul style="list-style-type: none"> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• Using and punctuating direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Using hyphens to avoid ambiguity.</li> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> <li>• Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>• Using a colon to introduce a list.</li> <li>• Punctuating bullet points consistently.</li> </ul> </li> </ul>
<b>WRITING</b>		<b>KS1 PI</b>	<b>LKS2 PI</b>	<b>UKS2 PI</b>
Analysis and presentation 1	To analyse writing	<ul style="list-style-type: none"> <li>• Discuss writing with the teacher and other pupils.</li> <li>• Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> <li>• word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul> </li> <li>• Use and understand grammatical terminology in discussing writing:</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</li> </ul>

		<ul style="list-style-type: none"> <li>• verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul>	<b>Year 4</b> <ul style="list-style-type: none"> <li>• pronoun, possessive pronoun, adverbial.</li> </ul>	
Analysis and presentation 2	To present writing	<ul style="list-style-type: none"> <li>• Read aloud writing clearly enough to be heard by peers and the teacher.</li> <li>• Read aloud writing with some intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform compositions, using appropriate intonation and volume.</li> </ul>