

Writing Curriculum Progression



At Abbey Lane, our aim is to equip our children with a strong command of the written word allowing them to communicate successfully and confidently in different contexts.

With this in mind, we strive to build an ethos of life-long learning in our children, in order that they become enthusiastic, perennial learners, both academically and socially. We strongly believe that this is possible and is underpinned by the ability to communicate effectively at any level.

From the start of their journey at Abbey Lane, the children will learn about the importance of presenting their work neatly for an audience. Inspired by their own experiences, they will be taught how to create grammatically correct and accurately punctuated sentences, while applying spelling concepts confidently. Ambitious language will be encouraged, researched and manipulated, resulting in our children producing sophisticated texts, fit for purpose.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to the National Curriculum	Our school delivers a curriculum sequence that enables children to communicate clearly and effectively through writing lessons. It provides a range of experiences and stimuli to inspire children to write in a wide variety of genres and promotes writing for pleasure. Handwriting and Spelling are also taught both within and outside of the teaching sequence with a consistent approach throughout the school.	Pedagogical Approaches	All children receive daily writing lessons including phonics, spelling, grammar and punctuation across a range of writing genre. The curriculum has been planned to ensure that all children receive a broad and balanced curriculum with opportunities for writing across different subjects. The curriculum is delivered in a range of engaging ways using good quality texts, images and media to inspire the use of role play	Approach to assessment	We meet in Phase groups, each half term to moderate children's writing, using data sources to support our judgements. This includes spelling and phonics assessments, alongside the Teacher Assessment Framework and the National Curriculum.
End points	The aim is to give all children the opportunity to express themselves clearly – verbally and in writing; to develop their word choice when speaking and to encourage accurate grammar when speaking in order to aid self-expression. We also aim to instil a love of learning, which drives	Teachers' Expert Knowledge	All teachers are provided with the opportunity to observe the good practice of colleagues across Phases. We work together to select texts and plan high quality sequences of learning which ensure that children are writing for purpose.	Performance Data	End of half term teacher judgements are informed using the above sources and these are discussed with several members of the leadership team to ensure attainment and progress is on track for all pupils, particularly the most vulnerable. Children who are

	the application of the knowledge and skills of writing across different subject areas.			working significantly below their year group are assessed using the Birmingham Toolkit so we can break down their progress into smaller steps.
Sequencing	Our Writing curriculum teaches children to children to develop a legible handwriting style and encourages all children to take pride in the presentation of all of their work. Key concepts are revisited and built upon enabling children to develop a progressive understanding of the knowledge, skills and vocabulary required to be a successful and resilient writer.	Promoting Discussion and Understanding	Our Writing curriculum includes knowledge and vocabulary that is specific to each genre of writing, with progression across the school. A wide range of vocabulary is built upon, discussing meaning and modelling the use of new and	Pupils' Work Appropriate to their age and stage of development, children record their written work in an exercise book. In line with our handwriting scheme, some children use books with handwriting lines to support letter size and orientation.
Addressing Social Disadvantage	We firmly believe that all children can succeed and achieve their full potential. Teacher and Teaching Assistant Support is provided in order to break down any barriers to learning and to ensure progression. If appropriate keep up support is planned and tailored to meet the needs of individuals.	Knowing More and Remembering More	The use of a progressive structure across year groups; revisiting and building on topics, allows opportunities to reappraise and consolidate skills. The repetition of skills throughout different genres to ensures they are embedded into long-term practice	Talking to Pupils Pupils are given regular opportunities to share their thoughts and ideas about their writing opportunities. They are encourage to write for pleasure and this is celebrated.
Local Context	While most children have shown an enjoyment for writing, we recognise that this is not the case for all children. To address this, we evaluate the purpose for writing to ensure that children have a real and purposeful reason for writing. For those that enjoy writing for pleasure,	Teacher Assessment	Regular assessment points are used to provide teachers with a clear picture of any gaps that are developing in the children's learning. These assessments points, which include phonics and spelling, are used by teachers to inform future planning and ensure that	

outside of a lesson, opportunities are provided for them to write and this is encouraged and celebrated. All children in school are supported and encouraged to take part in the Meadowhead 'Everyone a Writer' competition.

consolidation is planned for appropriately. These gaps in learning are addressed through whole class and individual feedback and deep marking of extended pieces of writing. Feedback to the children always celebrates their strengths as well as drawing the children's attention to area for future development.

The Abbey Lane Writing Curriculum

FS2	After discussions with my teacher:
	<ul style="list-style-type: none">I can hold a pencil effectively (most children will use a tripod grip)I can write recognisable lettersI can form my letters correctlyI can use my phonics to write cvc wordsI can use my phonics to write cvcc wordsI can write phase 2 and 3 tricky wordsI can use my phonics to write simple phrases and sentencesI can read my work back to you
	By the end of FS2 children will be able to write recognisable letters, most of which are formed correctly. They will be able to use there developing phonics knowledge to spell words. Children will write simple phrases and sentences that can be read by themselves and others.

Y1	<p>After discussions with my teacher:</p> <p>I can write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)</p> <p>I can use the joining word <i>and</i></p> <p>I can use simple past and present verbs mostly accurately</p> <p>I can use capital letters and full stops to demarcate some sentences accurately</p> <p>I can use capital letters for proper nouns</p> <p>I can use question marks to demarcate some sentences</p> <p>I can use exclamation marks to demarcate some sentences</p> <p>I can use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible</p> <p>I can add the suffixes <i>-ing</i>, <i>-ed</i>, <i>-er</i> <i>-est</i> to spell many words correctly</p> <p>I can add the regular plural noun suffixes <i>-s</i> or <i>-es</i></p> <p>spell most Year 1 common exception words taught</p> <p>I can form many lower case and capital letters accurately</p> <p>I can write with many letters accurate in shape and size, including capital letters and digits</p> <p>I can use spacing between words</p> <p>I can re-read writing to check that it makes sense</p> <p>I can read aloud their writing to each other and the teacher</p>
Y2	<p>After discussions with my teacher:</p> <p>I can write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>I can write about real events, recording these simply and clearly</p> <p>I can demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>I can use present and past tense mostly correctly and consistently</p> <p>I can use co-ordination (e.g. <i>or</i> / <i>and</i> / <i>but</i>) and some subordination (e.g. <i>when</i> / <i>if</i> / <i>that</i> / <i>because</i>) to join clauses</p> <p>I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>I can spell many common exception words</p> <p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>I can use spacing between words that reflects the size of the letters</p> <p>I can use expanded noun phrases for description</p> <p>I know the difference between a statement, question, exclamation and command</p> <p>I can begin to demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession (greater depth)</p>

	By the end of year 2, the children will be able to write for a range of purposes. They will be secure in the range of punctuation taught throughout the year. They will confidently use differing sentence types, including statements, commands, questions and exclamations, and will show use of coordination and subordination. By now, they will be able to reread their work to check for errors
Y3	<p>After discussions with my teacher:</p> <p>I can write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>I can describe settings and characters using expanded noun phrases</p> <p>I can use a range of co-ordinating and subordinating conjunctions</p> <p>I can use adverbs to express time</p> <p>I can use prepositions to express place and time</p> <p>I can use correct tense consistently, including the present perfect tense</p> <p>I can maintain Standard English forms, e.g. using <i>a/an</i> correctly</p> <p>I am beginning to use paragraphs to structure writing</p> <p>I can use simple organisational devices (e.g. headings or sub-headings) appropriately</p> <ul style="list-style-type: none"> - full stops and capital letters - question marks - begin to use inverted commas to punctuate speech <p>I can use commas after fronted adverbials and with a reported clause</p> <p>I can spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)</p> <p>I can use the diagonal and horizontal strokes needed to join some letters</p> <p>I can make simple additions, revisions and proof-reading corrections to their own writing</p>

Y4	<p>After discussions with my teacher:</p> <p>I can write for both fictional and non-fictional purposes, with a growing awareness of the reader</p> <p>I can use expanded noun phrases and adverbials to develop descriptions of settings and characters</p> <p>I can use a range of co-ordinating and subordinating conjunctions</p> <p>I can use a range of adverbs to add detail to writing</p> <p>I can use preposition phrases to expand noun phrases</p> <p>I can use fronted adverbials</p> <p>I can use present, past, progressive and perfect tense verb forms accurately</p> <p>I can use pronouns and nouns to aid cohesion and avoid repetition</p> <p>I can use paragraphs or sections to organise and structure according to purpose and audience</p> <p>I can use full stops and capital letters</p> <p>I can use question marks</p> <p>I can use exclamation marks</p> <p>I can use commas in lists</p> <p>I can use apostrophes for contraction and possession</p> <p>I can use inverted commas</p> <p>I can use commas after fronted adverbials and with a reported clause</p> <p>I maintain Standard English forms correctly, e.g. <i>I was</i> (not <i>I were</i>), <i>should have</i> (not <i>should of</i>), <i>ours</i> (not <i>ares</i>)</p> <p>I can spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)</p> <p>I can produce legible joined handwriting</p> <p>I can make simple additions, revisions and proof-reading corrections to their own writing</p> <p>By the end of Y4, the children will have experience of writing a wide range of text types and be able to independently demonstrate all of the grammatical objectives from the Year 4 curriculum.</p>
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Y5	<p>I can write effectively for a range of purposes and audiences</p> <p>in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</p> <p>I am beginning to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</p> <p>I can use adverbs and modal verbs to add detail, qualification and precision</p> <p>use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase</p> <p>use relative clauses , sometimes omitting the relative pronoun</p> <p>use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>use verb tenses mostly consistently and correctly throughout their writing</p> <p>Full stops and capital letters</p> <p>question marks and exclamation marks</p> <p>commas in lists</p> <p>Commas after fronted adverbials</p> <p>Commas for clarity and to avoid ambiguity</p> <p>apostrophes for contraction and possession</p> <p>Use parenthesis consistently accurately</p> <p>Inverted commas and other speech punctuation</p>
Y6	<p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>in narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, <i>e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses</i></p> <p>integrate dialogue in narratives to convey character and advance the action</p> <p>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, ellipsis) within and across paragraphs</p> <p>use verb tenses consistently and correctly throughout their writing</p> <p>Use hyphens to avoid ambiguity</p> <p>Use a colon to introduce a list</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>inverted commas and other punctuation to indicate direct speech</p> <p>Punctuate bullet points consistently</p> <p>spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>

	<p>maintain legibility in joined handwriting when writing at speed</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
	<p>By the end of Y6, the children will be competent writers across a range of genres, understanding authorial intent and purpose, with the ability to write formal and informal pieces. They will show sound, independent use of commas for clarity as well as some higher-level punctuation for demarcating clauses. Their work will show a range of tense constructions as well as using a range of cohesive devices within and across paragraphs.</p>

Impact

FS2

	% achieving GLD		
	2018	2019	2022
Abbey Lane	77.3%	81.8%	80.3%
National	71%	72%	

% of pupils achieving expected in Writing	
2018	78.4%
2019	81.8%
2022	80.3%

Phonics screen

We continue to report consistently high phonic screen results for our Year 1 children.

% achieving expected standard or above			
	2018	2019	2022
Abbey Lane	81.6%	85.2%	87.6%
National	82%	82%	75%

Key Stage 1

% achieving expected standard or above			
	2018	2019	2022
Abbey Lane	84.4%	79.8%	51.9%
National	70%	69%	58%

Key Stage 2

% achieving expected standard or above			
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	2018	2019	2022
Abbey Lane	83.5%	87.8%	86.5%
National	78%	83%	75%