



Writing Curriculum - Skill Progression

'Talk 4 Writing' is a particular way of teaching English that focuses on using pupils' spoken language to develop their writing. It is based on the assumption that, before a child can write a sentence, they need to be able to speak it aloud. The approach enables children to imitate the language they need for a particular topic orally, before writing their own version. At the Trumpington Federation, when we start a new topic of writing, for example, 'suspense story writing', we begin by learning a model text, using a version written in pictures which we call a 'text map'. The children act out the text map which adds to their vocabulary and embeds the structure and tone of the type of text. Next, the children have a go at writing sections of their own suspense story, using the features they have learnt from the model text (such as how to use short sentences and 'bringing objects to life'). After that, the children let their imaginations run completely free, choosing their own setting and events in their suspense story and showing off all they have learnt.

At the Federation, we have found that children really enjoy writing using the 'Talk 4 Writing' approach. As the name suggests, there is a lot of talking in writing lessons, which means that brilliant ideas are shared and developed. The model texts support less confident writers in how to structure their ideas and give more confident writers a springboard off which to fly. Staff at the Federation have been impressed by the speed of progress they are seeing in their young writers, and have enjoyed exploring the creative ideas which the children are producing. The skills below need to be read in conjunction with the model texts curriculum document: these skills are the general skills that will be targeted within a year group; the model texts document show how we, as a Federation, have identified different genre-specific targets through our year groups. These ensure progression by re-visiting different genres but developing the toolkits to cover a broader and more ambitious range of skills as the children move through the school. The sequencing of grammar and spelling skills can be found in those, more specific, documents and in year group overviews.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling (also see more detailed spelling)	Spell words containing each of the 40+	Spell by segmenting spoken words into	Use the prefixes un-, dis-, mis-, re-, pre-.	Use the prefixes in-, im-, il-, ir-, sub-, inter-,	Spell word endings which sound like 'shus'	Add suffixes beginning with vowel letters to

<p>curriculum for each year group)</p>	<p>phonemes already taught.</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Add prefixes and</p>	<p>phonemes and representing these by graphemes, spelling many correctly.</p> <p>Spell by learning 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.</p> <p>Spell by learning to spell common exception words.</p> <p>Spell by learning to spell more words with contracted forms.</p> <p>Spell by learning the possessive apostrophe (singular).</p>	<p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.</p> <p>Use the suffix -ly.</p> <p>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision.</p> <p>Spell homophones such as brake/break, fair/fare, grate/great, groan/grown, here/hear,</p>	<p>super-, anti-, auto-.</p> <p>Understand and add the suffixes -ation, -ous.</p> <p>Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.</p> <p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</p> <p>Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist,</p>	<p>spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.</p> <p>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.</p> <p>Spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly.</p> <p>Spell words containing the letter-string 'ough' e.g. bought,</p>	<p>words ending in -fer e.g. referring, preferred, referee, preference.</p> <p>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.</p> <p>Distinguish between homophones and other words which are often confused with reference to English Appendix 1.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words</p>
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	<p>suffixes using the prefix un-.</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Spell by distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.</p> <p>Spell words that are often misspelt with reference to English Appendix 1.</p> <p>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.</p> <p>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</p> <p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.</p> <p>Spell words with the 'sh' sound spelt 'ch' e.g.</p>	<p>rain/rein/reign, scene/seen, weather/whether, whose/who's.</p> <p>Spell more complex words that are often misspelt with reference to English Appendix 1.</p> <p>Spell words with the 's' sound spelt 'sc' e.g. science, scene.</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary.</p>	<p>rough, through, bough.</p> <p>Spell some words with 'silent' letters e.g. knight, psalm, solemn.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.</p> <p>Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.</p> <p>Use a thesaurus.</p>	<p>needs to be learnt specifically, as with the word list in English Appendix 1.</p> <p>Use a thesaurus with confidence.</p>
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			<p>chef, machine.</p> <p>Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p>		
Handwriting	<p>Begin to form correctly-orientated lower-case letters, capital letters and digits 0-9.</p> <p>Sit correctly at a table holding a pencil correctly.</p>	<p>Form lower-case letters of correct size and proportion.</p> <p>Start using diagonal/horizontal strokes to join and know which letters are</p>	<p>Use the diagonal and horizontal strokes needed to join letters.</p> <p>Know which letters are best left unjoined. Increase the legibility,</p>	<p>Use diagonal and horizontal strokes needed to join letters.</p> <p>Know which letters are best left unjoined. Increase the legibility,</p>	<p>Choose the writing implement best suited to the task.</p> <p>Write legibly, fluently and with increasing speed.</p>	<p>Choose the writing implement best suited to the task.</p> <p>Write legibly, fluently and with increasing speed.</p>

	Leave spaces between words.	best left unjoined. Write capital letters of the right size, orientation and proportion. Use correct spacing between letters and words.	consistency and quality of handwriting.	consistency and quality of handwriting.		
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<p>Language and Vocabulary</p>	<p>Use vocabulary from stories (e.g. fairy tales) to increase vocabulary in their own writing.</p> <p>Understand how language can be used in narrative and non-fiction (e.g. to build surprise/ present facts).</p> <p>Change the meaning of adjectives/verbs using the prefix 'un'</p>	<p>Recognise and use simple recurring literary language in stories and poems.</p> <p>Discuss and clarify meanings of new words, making links to known vocabulary.</p> <p>Use drama and role-play to identify with and explore characters.</p> <p>Use suffixes -ful, -less, -ness, -ly, -er and -est to form and modify nouns, adjectives and adverbs.</p>	<p>Use similar writing to identify and understand vocabulary and language (magpie words and phrases to use in their own writing).</p> <p>Create characters, setting and plot.</p> <p>Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration.</p> <p>Vary sentences openers for effect e.g. adverbs, preposition phrases and subordinate clauses.</p> <p>Discuss words</p>	<p>Broaden range of figurative language to include metaphors, personification and repetition.</p> <p>Begin to interweave character, setting, plot and dialogue.</p>	<p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of writing.</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose.</p> <p>Become familiar with the language of writing e.g. figurative language, imagery, style and effect.</p> <p>Develop characters, settings and atmosphere using language and vocabulary from reading/books.</p> <p>Integrate dialogue to advance character and</p>	<p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose.</p> <p>Use knowledge of language from stories, plays and poetry to enhance the writing.</p> <p>Develop characters, settings and atmosphere using language and vocabulary from reading/books.</p> <p>Become familiar with the language of writing e.g. figurative language, imagery, style and effect.</p> <p>Enhance how authors use language and consider the</p>
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			and features of texts that capture the reader's interests.		convey character. Evaluate how authors use language and consider the effect on the reader. Use dictionaries and thesauruses to check the meaning of new words/language.	effect on the reader. Integrate dialogue to advance action and convey character.
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<p>Grammar and Punctuation</p>	<p>Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks.</p> <p>Use 'and' to join words and clauses.</p> <p>Use capital letters for names of people, places, days of the week and the pronoun I.</p>	<p>Use commas in lists.</p> <p>Use apostrophes for the contracted form.</p> <p>Use apostrophes for singular possession.</p> <p>Use sentences with different forms: statements, commands, questions and exclamations.</p> <p>Use expanded noun phrases.</p> <p>Use subordination (when, that, if, because)</p> <p>Use present/past tense including progressive.</p> <p>Use some features of standard English.</p> <p>Use coordination</p>	<p>Use a wide range of subordinating conjunctions (before, after, while, when, if, because, although)</p> <p>Use present perfect verb tense (I have seen).</p> <p>Express time, place and cause using conjunctions (when, before, after, while because).</p> <p>Express time, place and cause using adverbs (then, next, soon, therefore).</p> <p>Express time, place and cause using prepositions (before, after, during, in, after, during, because of).</p> <p>Punctuate direct</p>	<p>Choose nouns/pronouns accurately for clarity and cohesion.</p> <p>Use fronted adverbials (adverbs, phrases and subordinate clauses).</p> <p>Use commas after fronted adverbials.</p> <p>Use apostrophes for plural possession</p> <p>Punctuate direct speech with inverted commas.</p> <p>Know the difference between standard/ non-standard English.</p>	<p>Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc).</p> <p>Use relative clauses with relative-pronouns: who, which, where, whose, that, when.</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense.</p> <p>Build cohesion within a paragraph.</p> <p>Indicate parenthesis using brackets, dashes and commas.</p> <p>Use commas to clarify</p>	<p>Use the perfect form to indicate time/cause.</p> <p>Use active/passive voice for effect.</p> <p>Use colons to introduce a list and mark boundaries between clauses.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Punctuate bullet points consistently.</p> <p>Use semicolons in a longer list and to mark boundaries between clauses.</p> <p>Identify formal/informal structures e.g. question tags, subjunctive form.</p> <p>Use a wider range</p>
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		(or, and, but)	speech with inverted commas. Use the forms a or an according to whether the next word begins with a consonant or a vowel.		meaning/avoid ambiguity. Use expanded noun phrases for accuracy.	of cohesive devices (repetition of word/phrase, adverbials and ellipsis).
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<p>Plan, Draft, Edit and Evaluate</p>	<p>Say out loud what they are going to write about.</p> <p>Compose sentences orally before writing.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Discuss what they have written with teachers/pupils.</p>	<p>Write down key ideas/ words/ vocabulary.</p> <p>Plan/say aloud what they are going to write, sentence by sentence.</p> <p>Evaluate their own writing with a teacher/ other pupils.</p> <p>Re-read for sense and verb tense consistency.</p> <p>Proof-read for errors in spelling, grammar and punctuation.</p>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work.</p> <p>Discuss and record ideas.</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure.</p> <p>Assess own and others' writing, suggesting improvements.</p> <p>Suggest changes to grammar and vocabulary.</p> <p>Proof-read work for spelling and punctuation errors.</p>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work.</p> <p>Discuss and record ideas.</p> <p>Assess own and others' writing, suggesting improvements.</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure.</p> <p>Proof-read work and spelling and punctuation errors.</p> <p>Suggest changes to grammar and vocabulary.</p>	<p>Use dictionaries to check the spelling and meaning of words.</p> <p>Identify the audience and purpose when writing.</p> <p>Note and develop initial ideas drawing on reading.</p> <p>Select appropriate grammar and punctuation and understand how these can change/ enhance meaning.</p> <p>Assess effectiveness of own and others' writing.</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance</p>	<p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use dictionaries and thesauruses to check the meaning of new words/language.</p> <p>Note and develop initial ideas drawing on reading.</p> <p>Identify audience and purpose when writing.</p> <p>Assess effectiveness of own and others' writing.</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning. Choose the</p>
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					<p>meaning/effective ness.</p> <p>Choose the appropriate register (formal/informal)</p>	<p>appropriate register (formal/informal)</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effective ness.</p>
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<p>Text Structure and Features</p>	<p>Become familiar with and retell key stories, fairy stories and traditional tales.</p> <p>Recognise and join in predictable phrases and use these in their writing.</p> <p>Sequence sentences to form a short narrative.</p>	<p>Draw on a wide range of stories, poems, plays and information books and understand their features.</p> <p>Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring language and discuss favourite words and phrases.</p> <p>Understand the structure of non-fiction books.</p> <p>Write for different purposes including narratives (real and fictional), real events and poetry.</p> <p>Structure and sequence ideas orally and (where appropriate) through drama and role-play.</p>	<p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books.</p> <p>Retell stories orally.</p> <p>Be exposed to books that are structured in different ways.</p> <p>Recognise themes e.g. good over evil, use of magical devices.</p> <p>Organise paragraphs around a theme.</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning.</p> <p>Write for a range of purposes.</p> <p>Build cohesion within a paragraph.</p> <p>Locate</p>	<p>Retell stories orally.</p> <p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books.</p> <p>Be exposed to books that are structured in different ways.</p> <p>Recognise themes e.g. good over evil, use of magical devices.</p> <p>Organise paragraphs around a theme.</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning.</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense.</p> <p>Build cohesion</p>	<p>Summarise and present familiar stories in their own words.</p> <p>Summarise the main ideas from more than one paragraph using evidence.</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing.</p> <p>In fiction, consider how authors develop characters and setting.</p> <p>Be exposed to a wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures.</p> <p>Evaluate how authors use language and consider the effect on the</p>	<p>Summarise main ideas from more than one paragraph using evidence.</p> <p>Summarise and present familiar stories in their own words.</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure.</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing.</p> <p>Be exposed to a wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures.</p> <p>In fiction, consider how authors</p>
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<p>Key Grammar Terminology to be taught:</p>	<p>Letter, capital letter. Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark.</p>	<p>Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma.</p>	<p>Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter vowel, vowel letter. Inverted commas (or speech marks).</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.</p>	<p>Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points.</p>
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