

Captain Webb's Writing Curriculum

Whole School Progression Map

1. **Substantive knowledge** - this is the core component knowledge and transcriptional skills so that pupils are able to write. We explore these through the lenses of substantive concepts which are taught through explicit instruction as well as through the direct application of the study within writing lessons and cross-curriculum opportunities to write. The substantive concepts that we develop through our writing curriculum are:

Phonics Spelling Handwriting Grammar Punctuation

2. **Disciplinary knowledge** – In addition to the core knowledge required to be successful within each of these elements, our curriculum outlines key aspects of how we intend to develop working as a writer. We organise our curriculum so that it focuses on developing different aspects of these competencies at different points. The features of working as a writer in our writing curriculum are:

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Learning to write, like learning to read, is a journey from dependence to independence. Attainment in writing is intrinsically linked to the reading culture of the classroom and school. A programme of reading high quality texts aloud and the opportunity to explore a wide variety of texts and genres enables children to become increasingly aware of purpose, audience, form, voice, written language structures and rhythms, generic markers, language registers and conventions. These form the foundations of a child's later understanding of written language systems.

		<i>EYFS</i> Two year olds Three and Four-Year-Olds Reception Early Learning Goals	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Spelling	Spelling	<p>Make marks on their picture to stand for their name.</p> <p>Use some of print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Write some irregular common words.</p>	<p>Words containing each of the 40+ phonemes taught</p> <p>Common exception words</p> <p>The days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>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>Using the prefix un– Using –ing, –ed, –er and – est where no change is needed in the spelling of root words</p> <p>Apply simple spelling rules and guidance from 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>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learning to spell common exception words</p> <p>Distinguishing between homophones and near homophones</p> <p>Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidelines from 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>Spell further homophones</p> <p>Spell words that are often misspelt (Appendix 1)</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 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>Spell further homophones</p> <p>Spell words that are often misspelt (Appendix 1)</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 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>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>
Grammar	Word Level	<p>Ask questions about the book. Make comments and shares their own ideas.</p>	<p>Regular plural noun suffixes (-s, -es)</p>	<p>Formation of nouns using suffixes such as -ness, -er and -est by creating</p>	<p>Formation of nouns using a range of prefixes (-super, -anti)</p>	<p>The difference between plural and possessive –s</p>	<p>Converting nouns or adjectives into verbs using suffixes e.g. ate, ise</p>	<p>Recognising vocabulary and structures that are appropriate for</p>

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	<p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop communication; may continue to have problems with irregular tenses and plurals.</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day. Articulate ideas and thoughts in well formed sentences. Connect one idea or action to another using a range of conjunctions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>'un' prefix to change meaning of verbs and adjectives</p>	<p>compound words</p> <p>Formation of adjectives using suffixes such as -ful and -less</p> <p>Use of the suffixes -er, -est in adjectives</p> <p>Use of the suffix -ly to turn adjectives into adverbs</p>	<p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>Word families based on common words, showing how words are related in form and meaning. E.g. solve, solution</p>	<p>Standard English forms of verbs inflections (we were/we was)</p>	<p>Verb prefixes dis-, de-, mis-, over-, re</p>	<p>formal speech and writing, including subjunctive forms.</p>
Sentence Structure	<p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts in well formed sentences. Connect one idea or action to another using a range of connectives.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p>Combine words to make sentences, Joining words and sentences using 'and'</p> <p>Begin to form simple compound sentences.</p>	<p>Using co-ordination (or/and/but).</p> <p>Use some subordination (when/if/that/because).</p> <p>Expanded noun phrases to describe and specify e.g. the blue butterfly</p> <p>How the grammatical patterns in a sentence indicate its function as a: statement, question, exclamation, command.</p> <p>Add detail to a sentence by adding adverbs ending in -ly</p>	<p>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, so, although)</p> <p>Use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions. (when, if, that, because, although, since)</p> <p>Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases,</p>	<p>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions; vary their positions within sentences.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Relative clauses beginning with who, which, where, why, whose, that e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p>Using expanded noun phrases to convey complicated information concisely</p>	<p>Use the passive voice to affect the presentation of information in a sentence</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they to come' in some very formal writing and speech</p>
Text Structure		<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistent use of the present tense and past tense throughout writing.</p> <p>Use of progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and subheadings to aid presentation.</p> <p>To maintain the correct tense throughout a piece of writing including</p>	<p>Using fronted adverbials (e.g. Later that day, I heard the bad news)</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Consistently choose nouns or pronouns appropriately to aid cohesion and avoid</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, first)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby), numbers (e.g. secondly) and tense</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis</p> <p>Layout devices such</p>

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					the progressive form of verbs. (she was running, he was shouting.) Use of the present perfect form of verbs instead of simple past (e.g. He has gone out to play contrasted to He went out to play)	repetition, e.g. he, she, they, it. Always maintain an accurate tense throughout a piece of writing.	choice (e.g. he had seen her before) Ensure the consistent and correct use of tense throughout all pieces of writing.	as headings, sub-headings, columns, bullet points, tables to structure text Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
	Punctuation	Begin to recognise and understand the terminology and expectations of the RWI phonics programme, including recognising capital letters and full stops in stories.	Use capital letters for names, places, the days of the week and the personal pronoun 'I'. Use finger spaces. Use full stops to end sentences. Begin to use question marks and exclamation marks.	<u>To use the full range of punctuation taught at key stage 1 mostly correctly including:</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark singular possession and contractions.	<u>To use the full range of punctuation from previous year groups.</u> Introduction to inverted commas to punctuate direct speech	<u>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</u> Apostrophes to mark plural possession Use of commas after fronted adverbials.	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	<u>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of</u> semicolons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
Composition	Planning	Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary and develop stories. Learn new vocabulary and articulate detailed ideas in well-formed sentences. Use in different contexts. Use talk to organise thinking and activities. Explain how things work and why they might happen.	Say out loud what they are going to write about	<u>Context for writing</u> Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes <u>Plan writing</u> Plan or say out loud what they are going to write about. Write ideas and/or key words including new vocabulary	Begin to use ideas from their own reading and modelled examples to plan their writing. Create settings, characters and plots in narrative.	Use ideas from their own reading and modelled examples to plan their writing. Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Note down and develop initial ideas, drawing on reading and research where necessary.
	Drafting	Listen to and talk about stories to build familiarity and understanding Retell the story; some as exact repetition and some in their own words. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their	Composing a sentence orally before writing it Sequencing sentences to form short narratives	Encapsulating what they want to say, sentence by sentence	Compose and rehearse sentences orally (including dialogue) and progressively build a rich vocabulary. Begin to organise their writing into paragraphs around a theme.	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.	Consistently link ideas across paragraphs.	Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of devices to build cohesion within and across paragraphs.
	Editing		Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Make additions, revisions and corrections to their own writing by: • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate	Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.	Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. Proofread their work to assess the	Habitually proofread for spelling and punctuation errors. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

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		experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		time are used correctly and consistently, including verbs in the continuous form Proof read to check for errors in spelling, grammar and punctuation (with support)			effectiveness of their own and others' writing and to make necessary corrections and improvements.	Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
	Performing	Re-read what they have written to check that it makes sense.	Read their writing aloud clearly enough to be heard by their peers and the teacher	Read aloud what they have written with appropriate intonation to make the meaning clear				
Handwriting	Handwriting	<p>Enjoy drawing freely.</p> <p>Use large-muscle movements to e.g. wave flags, paint and make marks.</p> <p>Use one-handed tools and equipment, e.g., making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately. Develop small motor skills and use a range of tools competently, safely and confidently. E.g.: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Form lower case and capital letters correctly. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form the digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To increase the legibility, consistency and quality of their handwriting by ensuring that the down strokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and by choosing the writing implement that is best suited for a task.</p> <p>To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
Terminology	Key Vocabulary	<p>Writing marks, draw, write pictures lists, cards, invitation, messages words, labels, captions, sentence, questions.</p> <p>Handwriting Finger, thumb, hand, pencil, hold, drawing, writing, line, up, down, shape (circle) letter shape, up, down (vertical) across, left, right (horizontal) pencil grip, tripod (pinch & swing) form, letter formation (RWI Mnemonics) handwriting, posture, letter family.</p> <p>Spelling initial sound, letter, phoneme consonant vowel fred talk word green words red words special friend set 1 digraph multi syllable set 2 digraph set 3 digraph, trigraph</p>	<ul style="list-style-type: none"> capital letter, full stop clause pronoun joining words (conjunction) singular plural punctuation question mark exclamation mark. noun verb adjective. suffix prefix compound sentence <p>Handwriting</p> <ul style="list-style-type: none"> tall letter, short letter, long letter, capital letter, direction, <p>Spelling</p> <ul style="list-style-type: none"> silent letter singular, plural, syllables, suffix, prefix 	<ul style="list-style-type: none"> Noun phrase Expanded noun phrase statement question exclamation command compound word adverb, present tense, past tense, progressive present tense progressive apostrophe contractions possessive comma. Subordination – subordinating conjunction Coordination – coordinating conjunction Proper noun <p>Handwriting</p> <ul style="list-style-type: none"> ascenders, descenders, letter sizing, diagonal, horizontal, unjoined, break letters, <p>Spelling</p> <ul style="list-style-type: none"> root word homophone 	<ul style="list-style-type: none"> Determiners preposition, subordinate clause word family, inverted commas (or speech marks). direct speech, consonant, vowel paragraphs headings subheadings present perfect tense plural pronoun <p>Handwriting</p> <ul style="list-style-type: none"> parallel, consistent size, first joins, second joins third joins. <p>Spelling</p> <ul style="list-style-type: none"> orange words 	<ul style="list-style-type: none"> fronted adverbial prepositional phrase reporting clause standard English verb inflection complex sentence cohesion <p>Handwriting</p> <ul style="list-style-type: none"> print letters, speedwriting. <p>Spelling</p> <ul style="list-style-type: none"> letter string 	<ul style="list-style-type: none"> modal verb relative pronoun, relative clause, parenthesis, bracket, dash, active verbs passive verbs synonym, antonym, ambiguity perfect form. <p>Handwriting</p> <ul style="list-style-type: none"> fluency, fluently, increasing speed, legibly 	<ul style="list-style-type: none"> subject, object, ellipsis, hyphen, colon, semi-colon bullet points subjunctive

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