



Chirton School

Writing Progression Map

Pre-school – Year 6

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Our writing journey: The Write Stuff



Chirton School have embarked on a writing journey using Jane Considine's 'The Write Stuff'. This programme of study has been adopted across the school from EYFS - Year 6 and is carefully adapted to suit the needs of each individual learner within the classes. Using this approach, we have been able to sharpen our thinking as a profession on the most important aspects that will make learning happen and improve the standard and outcomes in writing, thus maximising the learning benefits for all pupils.

Teaching Sequence:

Pupils who enjoy writing are higher attainers. In recognising this, pupils are taught a wide variety of genres (fiction, non-fiction and poetry) with experience days built in which enhance enjoyment, raise excitement and prepare pupils for writing. Each session is focused on a detailed area of writing which sequence together carefully to help build on and connect with prior learning so that it remains coherent; this is achieved through a learning pathway which is both logical and meaningful.

The Lesson:

Using 'The Write Stuff' enables pupils to understand the different functions of writing from planning, through to evaluating, editing and publishing. Through teachers' expert knowledge, writers of all ages grasp a strong understanding of sentence construction and gain a deep and fluent knowledge of different ideas and techniques to apply according to the type of writing being constructed. A 'Writing Rainbow' is used (FANTASTICS- ideas, GRAMMARISTICS- grammar and BOOMTASTICS- techniques) to aid the learning, with children becoming confident in using the key elements and referencing them within their own independent pieces. The lesson is organised into three learning chunks and within those chunks, there is a smaller sequence of delivery. By organizing it in this way, 'short burst' chunks of learning can occur to avoid overloading of a pupil's working memory. This increases the likelihood of material being retained and also enables pupils to revisit certain aspects eg. Short sentences for impact but applied to a new writing scenario. Scaffolding is provided, with teachers pulling support away as children move into the independent phase. Modelling is vital for children to learn how to construct sentences and form their ideas, so teachers will model the writing process within each learning chunk. Pupils will see explicit teaching of the thought process, thus supporting them to form their own mental models and gaining confidence with the decisions they make. Grammar is taught in context and by regularly revisiting and having a systematic approach, pupils are able to understand what a fronted adverbial is like in an adventure story and a persuasive letter for example. Further to this, there is a conscious decision to focus heavily on the acquisition of new and exciting vocabulary which can be used appropriately and effectively within different styles of writing. Everything about the writing approach is about timely creation of appropriate language that will support pupils; planning to help every child to develop their language is vital.

The Write Stuff is based on whole class direct instruction teaching, however class teachers use high quality information about pupils' current capabilities to select the best support needed for each individual child. Careful consideration is taken in providing extra language sentence scaffolds, frames or additional adult interaction for example in order to support those pupils to 'get there'. Across all subjects, we use 'challenge all' approach and this is no different in writing sessions. All pupils are encouraged to independently challenge themselves during each learning chunk, requiring them to choose a variety of lenses from 'The Writing Rainbow' and apply it into their writing; pupils will be aware of affect the lens has on their writing and further develop the plot point.





Independent writing:

Having carefully scaffolded and supported pupils in gaining the required skills and knowledge, they are then actively encouraged to plan their writing on narrative and non-narrative maps. They are taught that, through modelling of the process, to map out their own success criteria and prepare for writing by investing time in constructing sentences and gathering of vocabulary which will feature strongly in their final piece of writing. Success criteria is a critical part of 'The Write Stuff' as it forms the backdrop of pupil thinking when they plan, build and write their own independent pieces; making the success criteria visible in the learning process is fundamental.

Lively and engaging editing sessions are built into the sequence, valuing the importance of such a stage of writing. Pupils read their own work back and those of others, providing feedback and advice, mirroring the behaviours of teachers to support their peers. Upon completion of writing independent pieces, the work is celebrated and pupils have the opportunity to read their work aloud and talk about the process they have gone through.

We go beyond the National Curriculum through the use of 'The Writing Rainbow', focusing in on the ideas of writing (FANTASTICs) and the techniques of writing (BOOMTASTICs) to model a broad repertoire of competencies for pupils to showcase their own work. Pupils are provided with high quality, actionable feedback (verbal and written) to help guide their learning. This feedback can enhance each child's learning powerfully through the provision of actionable steps that are most likely to deliver learning and progress.

Intervention in writing:

Quality first teaching will allow most children to keep in line with an age-appropriate curriculum for most of the time. However, there will be those times when some children need extra support in order to keep up with their peers. Regular assessments and feedback to children will highlight children who need focused intervention and support can be administered swiftly as and when.

Interventions are timely, structured and delivered to meet the needs of the learner or group of learners. Where possible, writing intervention will sit alongside learning in the classroom so that learners are not missing chunks of other important input.

Mastering the curriculum:

In **all** year groups, children who are mastering the curriculum will show that they can:

- ☐ write effectively for a range of purposes and audiences
- ☐ manipulate the language and grammar from their year group in a range of independent writing
- ☐ draw on their own reading to enhance their writing
- ☐ edit and revise their writing to improve both the quality and accuracy of it
- ☐ use a wide range of vocabulary from across the curriculum and from their wider life experience in their writing
- ☐ apply spelling expectations for their year group across their independent writing



Progression in writing- Pre-school to Y6



When children turn 3/4 years, they should be able to:

Notice some print, such as the first letter of their name, a door number or familiar logo	Enjoy drawing freely	Add some marks to their drawing, which they give meaning to. For example, 'That says Mummy.'	Make marks on their pictures to stand for their name
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When children start EYFS, they should be able to:

- Understand the five key concepts about print: - Print has meaning - Print can have different purposes - We read English text from left to right, top to bottom - Know the names of different parts of books - Know that pages are sequenced	- Developed their phonological awareness so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound	Engage in extended conversations about stories and learn new vocabulary
Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Write some or all of their name	Write some letters accurately

It is important that these skills are embedded for automaticity as early as possible into EYFS if not already. This should inform intervention teaching alongside the quality first teaching of Y1 objectives.

When children start Year 1, they should be able to:

Use finger spaces	Form lower and upper-case letters correctly	Write captions, labels and simple sentences	Read their own writing aloud
Use story language in re-telling	Show some awareness in their writing of full stops and capital letters	Confidently spell using phase 4 graphemes and phonemes	

It is important that these skills are embedded for automaticity as early as possible into Year 1 if not already. This should inform intervention teaching alongside the quality first teaching of Y1 objectives.

When children start Year 2, they should be able to:

Spell the Year 1 common exception words	Add -er, -est, -ing, -ed where there is no change in the spelling of the root word	Proof read and edit their writing using word banks, displays, guided work and response to marking/feedback
Accurately read and write using the Year 1 phonemes	- Form lower-case letters, capital letters and digits 0-9 correctly - And understand which letters belong to which family	

It is important that these skills are embedded for automaticity as early as possible into Year 2 if not already. This should inform intervention teaching alongside the quality first teaching of Y2 objectives.





When children start Year 3, they should be able to:			
• Spell the Year 2 common exception words	• Write accurately punctuated, coherent sentences	• Use expanded noun phrases	• Proof-read and edit their writing
• Accurately read and write using the Y2 phonemes	• Use expected punctuation from Year 2	• Use past and present tense consistently	
• Add -er, -ed, -ing, -est applying Y2 spelling rules	• Form letters of the correct size and use joining as appropriate	• Use simple and progressive verb forms	
It is important that these skills are embedded for automaticity as early as possible into Year 3 if not already. This should inform intervention teaching alongside the quality first teaching of Y3 objectives.			

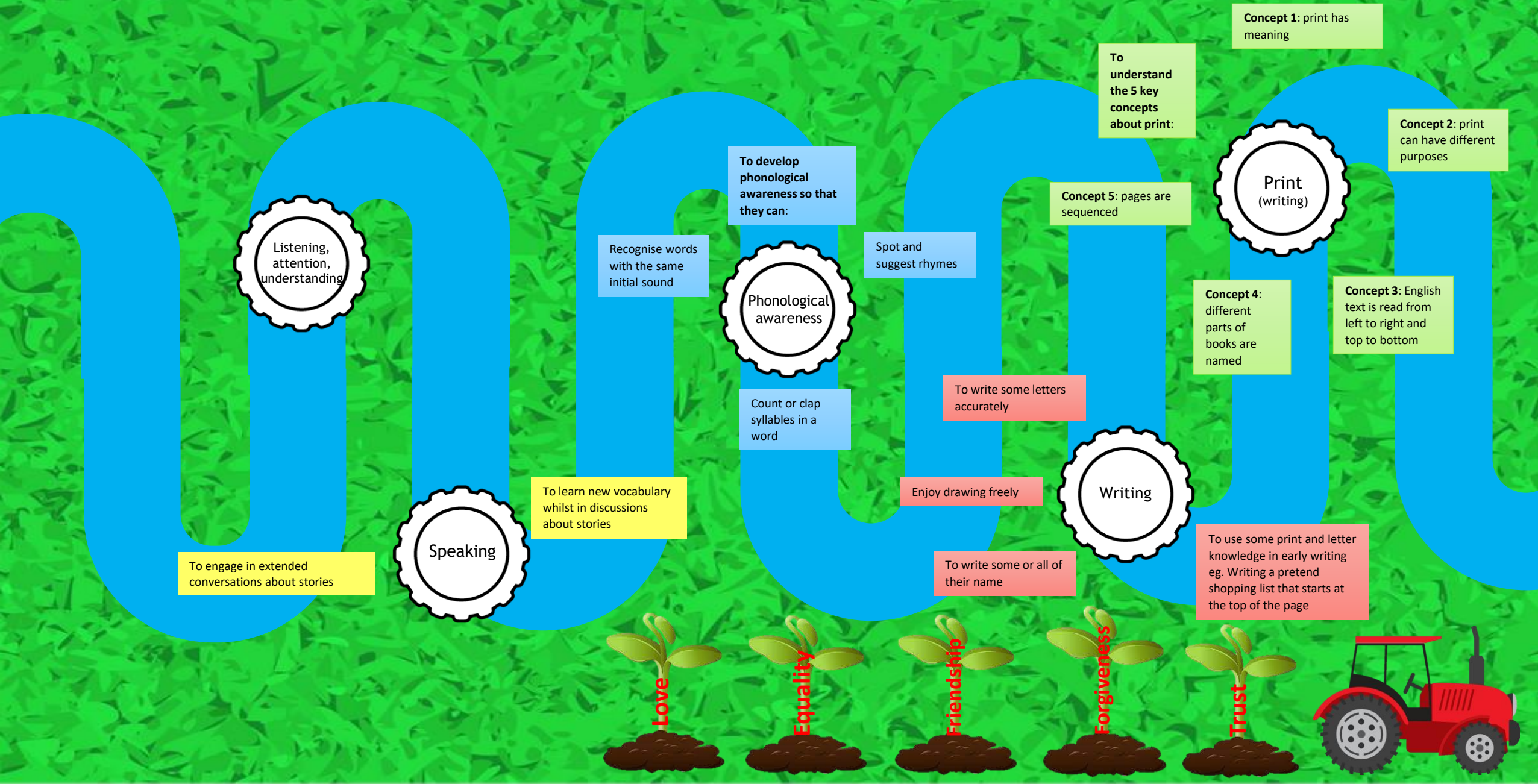
When children start Year 4, they should be able to:			
• Spell the Y3 words from the word list	• Use all Y3 punctuation consistently and accurately	• Use simple, progressive and perfect forms of verbs	
• Meet expectations of the Y3 spelling programme	• Use direct speech (with inverted commas correct)	• Use a range of adverbs for time, place and cause	
	• Use simple paragraphs	• Consistently use a range of coordinating and subordinating conjunctions	
It is important that these skills are embedded for automaticity as early as possible into Year 4 if not already. This should inform intervention teaching alongside the quality first teaching of Y4 objectives.			

When children start Year 5, they should be able to:		
• Spell the Year 3/4 words from the word list	• Identify main and subordinate clauses	• Use all Year 4 punctuation consistently and accurately, including all speech punctuation
• Meet expectations of the Y4 spelling programme	• Use fronted adverbials, with commas	• Organise paragraphs around a theme
It is important that these skills are embedded for automaticity as early as possible into Year 5 if not already. This should inform intervention teaching alongside the quality first teaching of Y5 objectives.		

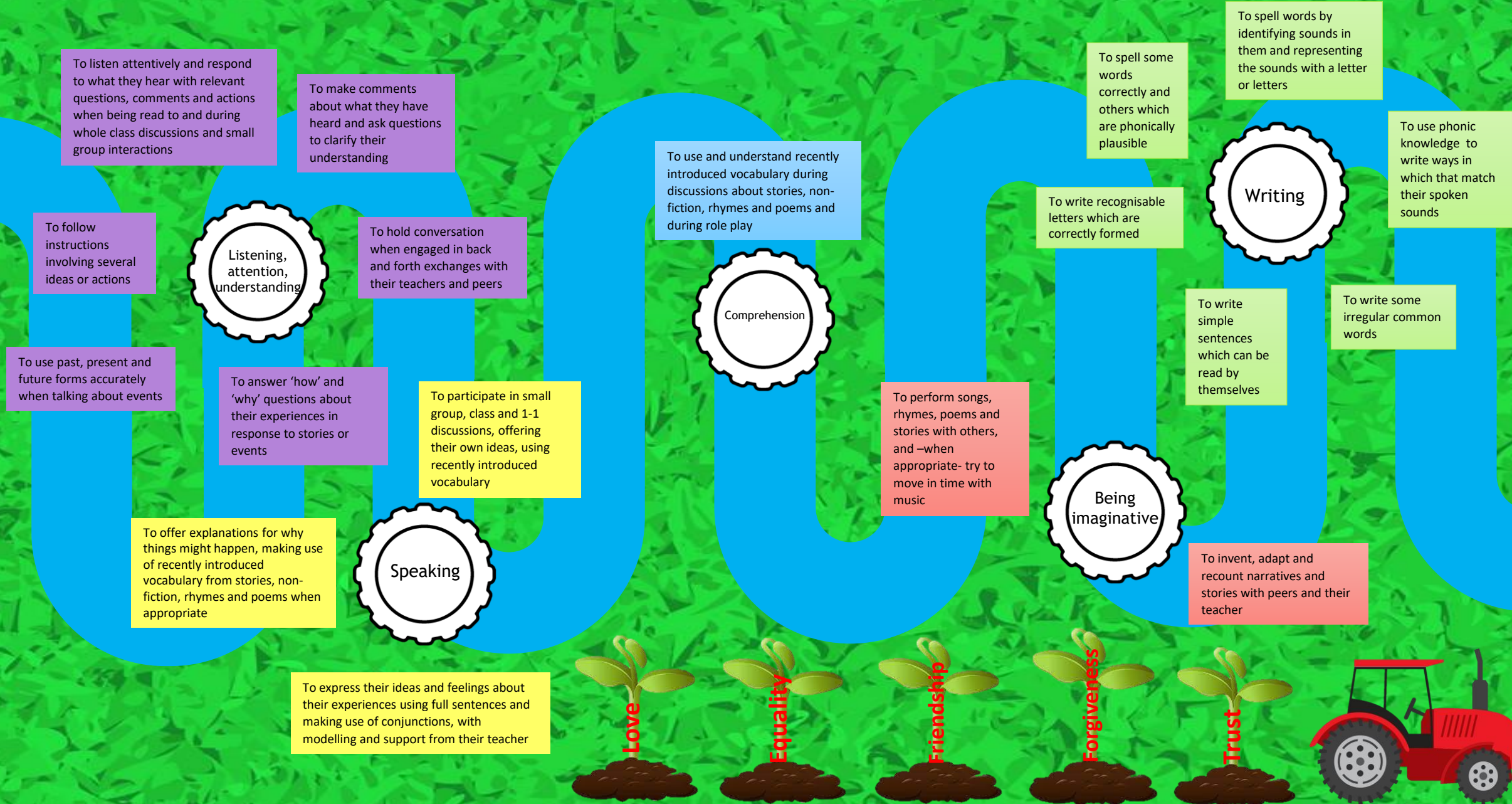
When children start Year 6, they should be able to:			
• Spell the Year 5 words from the word list	• Use relative and embedded clauses	• Use modal verbs and adverbs to express possibility	• Maintain cohesion within and between paragraphs
• Meet expectations of the Y5 spelling programme	• Use commas to punctuate clauses	• Use all Year 5 punctuation consistently and accurately	
It is important that these skills are embedded for automaticity as early as possible into Year 6 if not already. This should inform intervention teaching alongside the quality first teaching of Y6 objectives.			



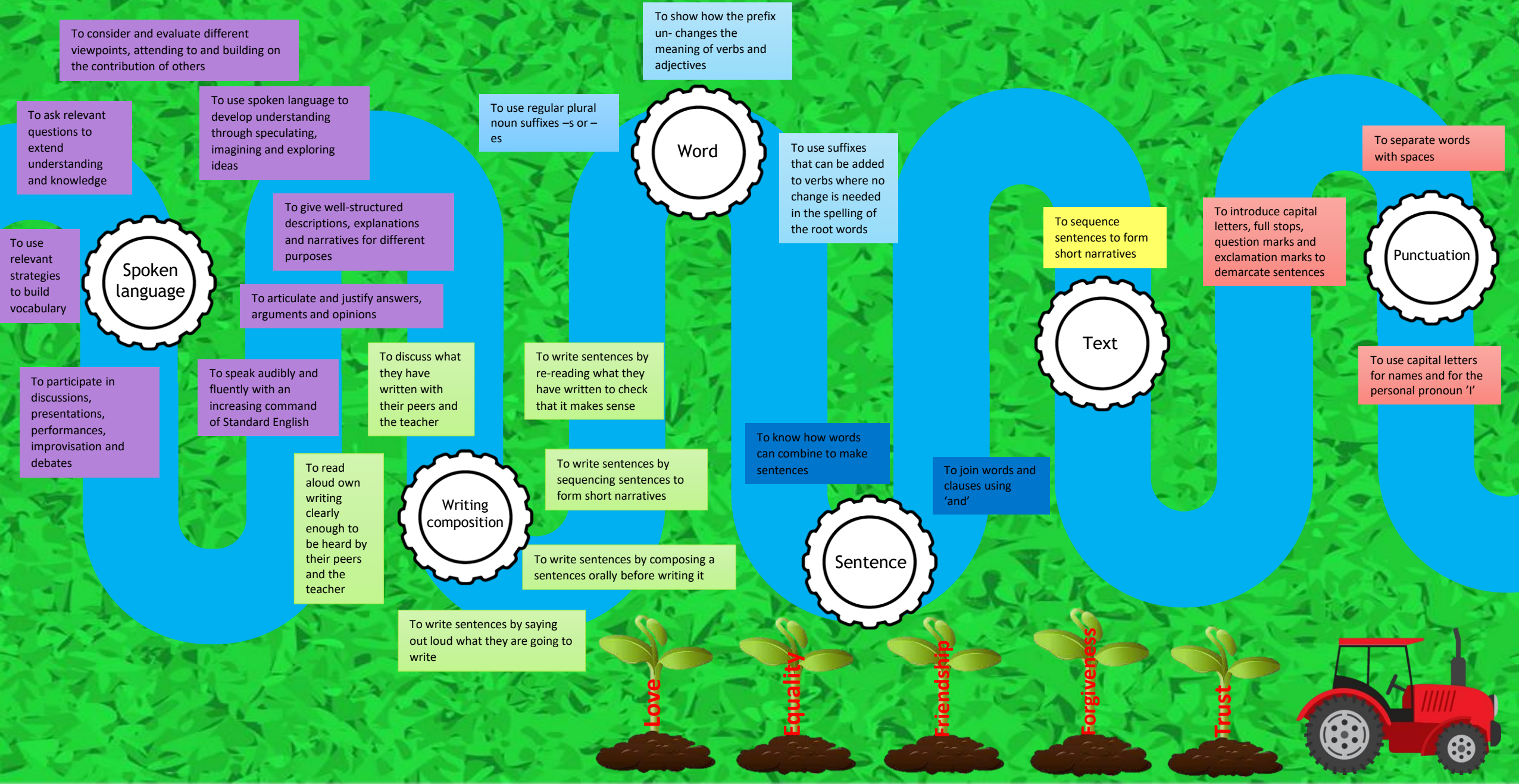
Writing Skills River Map- Pre-School



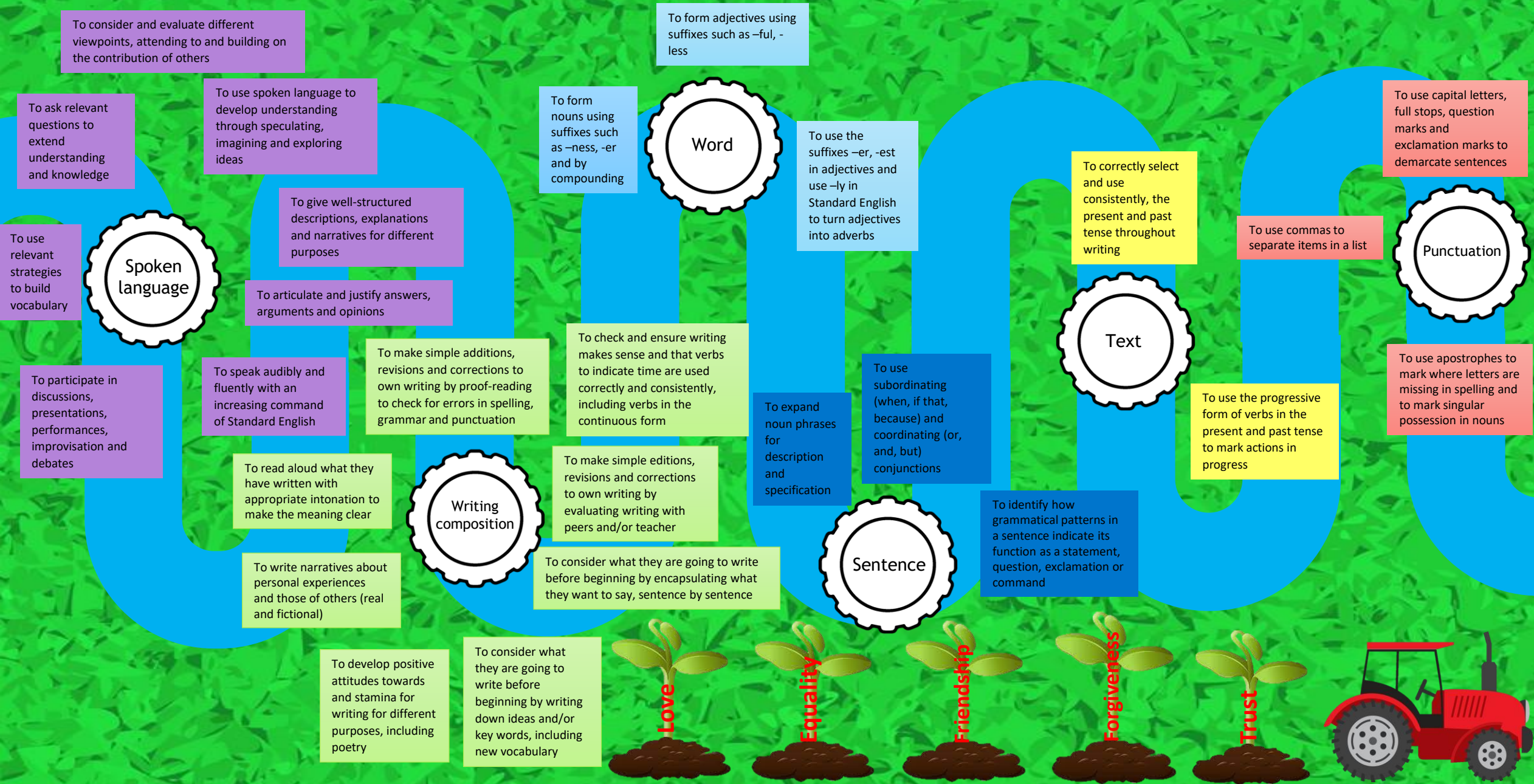
Writing Skills River Map- EYFS



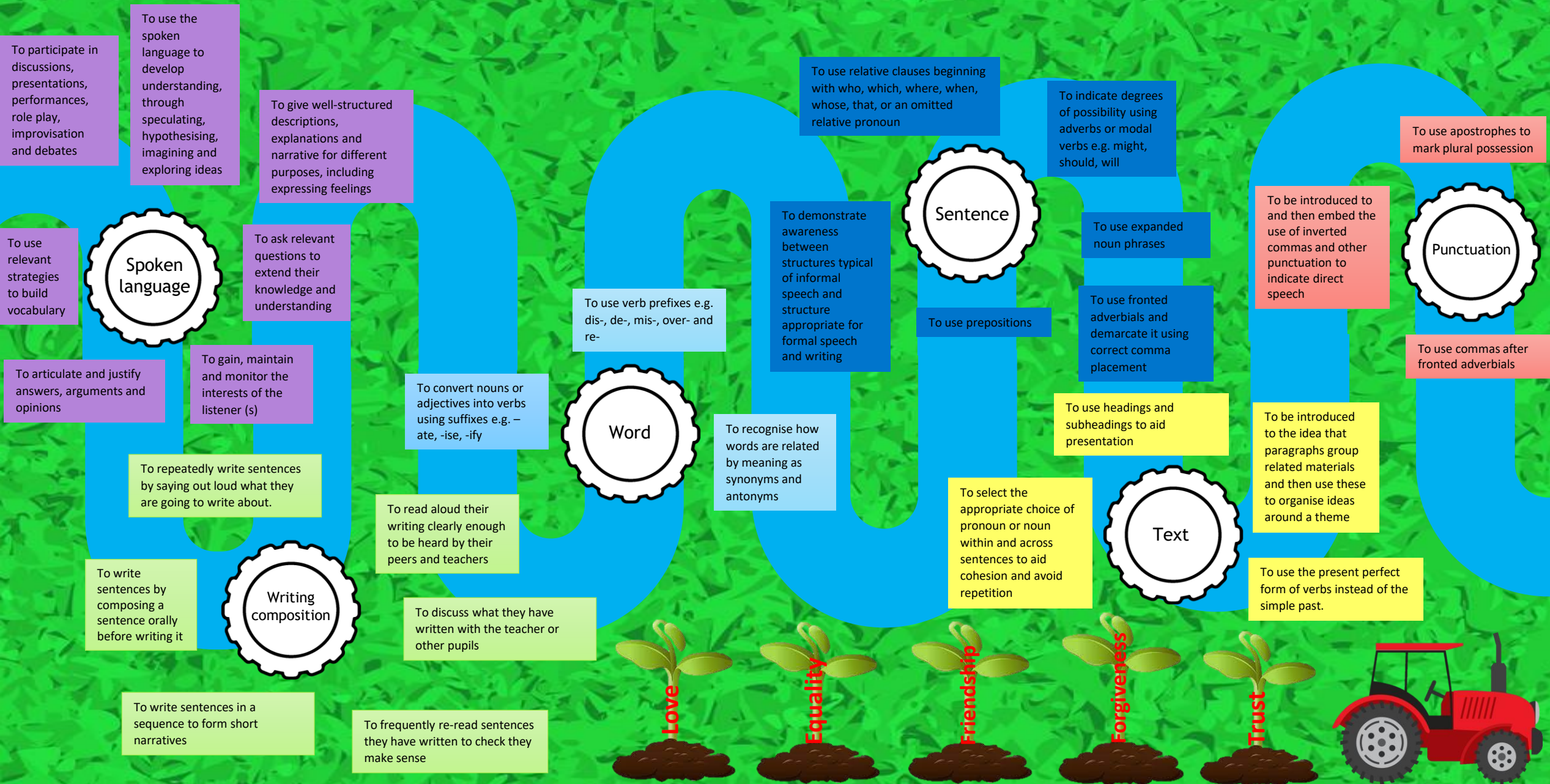
Writing Skills River Map- Year 1



Writing Skills River Map- Year 2



Writing Skills River Map- LKS2



Writing Skills River Map- UKS2

