



## 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)	Spell words containing each	<b>Spell by segmenting</b>	Use the prefixes un-, dis-, mis-,	Use the prefixes in-, im-, il-, ir-,	Spell word endings which	Add suffixes beginning with

<p><b>detailed spelling curriculum for each year group)</b></p>	<p>of the 40+ 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><b>spoken words into phonemes and representing these by graphemes, spelling many correctly.</b></p> <p><b>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.</b></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</p>	<p>re-, pre-.</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,</p>	<p>sub-, inter-, 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,</p>	<p>sound like 'shus' 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</p>	<p>vowel letters to 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><b>Use dictionaries to check the spelling and meaning of words.</b></p> <p>Use knowledge of morphology and etymology in spelling and understand that</p>
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	<p>Add prefixes and 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>the possessive apostrophe (singular).</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>here/hear, 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</p>	<p>medal/meddle, missed/mist, 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</p>	<p>letter-string 'ough' e.g. bought, 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>the spelling of some words 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>spelt 'ch' e.g. 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><b>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</b></p>	<p>spelling in a dictionary.</p> <p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p>		
<b>Handwriting</b>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal</p>	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters, and begin to understand which letters, when</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters, and understand which letters, when adjacent to one</p>	<p>Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when</p>	<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether</p>

	<p>in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>	<p>and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p><b>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</b></p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>given choices, and deciding whether or not to join specific letters.</p> <p>Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.</p>	<p>or not to join specific letters.</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>
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<p><b>Composition</b></p>	<p>Write sentences by saying out loud what they are going to write about.</p> <p>Write sentences by composing a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives</p> <p>Write sentences by re-reading what he/she has written to check that it makes sense</p> <p>Discuss what has been written with the teacher or other pupils.</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events to develop positive attitudes and stamina for writing.</p> <p>Write poetry to develop positive attitudes and stamina for writing.</p> <p><b>Write for different purposes to develop positive attitudes and stamina for writing.</b></p> <p>Consider what he/she is going to write before beginning by planning or saying out loud what he/she is</p>	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.</p> <p>Plan his/her writing by discussing and recording ideas within a given structure.</p> <p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from English Appendix 2.</p> <p>Draft and write by organising writing into paragraphs</p>	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Plan his/her writing by discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2.</p> <p><b>Draft and write</b></p>	<p><b>Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own.</b></p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.</p> <p>Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.</p> <p>Draft and write by selecting</p>	<p><b>Plan his/her writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.</b></p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen</p>
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	<p>going to write about.</p> <p>Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.</p> <p><b>Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.</b></p> <p>Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.</p> <p>Make simple</p>	<p>as a way of grouping related material.</p> <p><b>Draft and write in narratives, creating settings, characters and plots.</b></p> <p>Draft and write non-narrative material, using headings and sub-headings to organise texts.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own writing.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.</p> <p><b>Proof-read for</b></p>	<p><b>by organising paragraphs around a theme.</b></p> <p><b>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</b></p> <p>Draft and write non-narrative material, using simple organisational devices.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to</p>	<p>appropriate grammar and vocabulary, including that within English Appendix 2.</p> <p><b>Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.</b></p> <p>Draft and write by précising longer passages.</p> <p>Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</p> <p>Draft and write by linking ideas across paragraphs using</p>	<p>performed.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.</p> <p><b>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</b></p> <p>Draft and write by accurately précising longer passages.</p>
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		<p>additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p><b>Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.</b></p> <p>Read aloud what</p>	<p><b>spelling errors and for punctuation-including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech.</b></p> <p>Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</p> <p><b>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.</b></p> <p>Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning</p>	<p>adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.</p> <p><b>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.</b></p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing.</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to</p>	<p>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.</p> <p><b>Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.</b></p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.</p> <p><b>Evaluate and</b></p>
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		<p>he/she has written with appropriate intonation to make the meaning clear.</p>		<p>is clear.</p>	<p>enhance effects and clarify meaning English Appendix 2.</p> <p><b>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.</b></p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</p> <p>Proof-read for spelling errors linked to spelling statements for Year 5.</p> <p><b>Proof-read for</b></p>	<p><b>edit by ensuring the consistent and correct use of tense throughout a piece of writing.</b></p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p><b>Proof-read for spelling errors linked to spelling statements for Year 6.</b></p> <p>Proof-read for punctuation errors, including use of</p>
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					<p><b>punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.</b></p> <p>Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.</p> <p>Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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<p><b>Grammar and Punctuation</b></p>	<p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun.</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): untie the boat</p> <p>Understand how words can combine to make sentences.</p>	<p>Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.</p> <p>Form adjectives using suffixes such as -ful, -less.</p> <p><b>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.</b></p> <p><b>Use subordination (using when, if, that, because) and co-ordination (using or, and, but).</b></p> <p>Use expanded noun phrases for description and specification e.g.</p>	<p>Form nouns using a range of prefixes e.g. super-, anti-, auto-.</p> <p><b>Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.</b></p> <p>Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.</p> <p><b>Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g.</b></p>	<p>Understand the grammatical difference between the plural and the possessive -s.</p> <p><b>Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.</b></p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.</p> <p><b>Use fronted</b></p>	<p><b>Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.</b></p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p><b>Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</b></p> <p><b>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</b></p>	<p><b>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter.</b></p> <p>Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.</p> <p><b>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</b></p>
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	<p>Use joining words and join clauses using and.</p> <p>Sequence sentences to form short narratives.</p> <p>Separate words with spaces.</p> <p><b>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing.</b></p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.</p>	<p>the blue butterfly, plain flour, the man in the moon.</p> <p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p><b>Make the correct choice and make consistent use of present tense and past tense throughout writing.</b></p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.</p> <p><b>Use capital</b></p>	<p><b>then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.</b></p> <p>Begin to use paragraphs as a way to group related material.</p> <p><b>Use headings and sub-headings to aid presentation.</b></p> <p><b>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.</b></p> <p><b>Begin to use inverted commas to punctuate direct speech.</b></p>	<p><b>adverbials e.g. Later that day, I heard the bad news.</b></p> <p>Use paragraphs to organise ideas around a theme.</p> <p><b>Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.</b></p> <p><b>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, 'Sit</b></p>	<p>Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p><b>Use commas to clarify meaning or avoid ambiguity.</b></p>	<p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast,</p>
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		<p><b>letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing.</b></p> <p><b>Use commas to separate items in a list.</b></p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.</p>		<p><b>down!'. </b></p> <p>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</p> <p>Use commas after fronted adverbials.</p>		<p>or as a consequence, and ellipsis.</p> <p><b>Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.</b></p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.</p> <p><b>Use the colon to introduce a list and use semi-colons within lists.</b></p> <p><b>Use bullet points to list information.</b></p> <p>Understand how</p>
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						hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.
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<p><b>Key Grammar Terminology to be taught:</b></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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