

Curriculum Pathway Progression Map

Literacy - Writing

Pride Passion Partnership Professionalism Positivity



The Bridge London
Hungerford School

Strand: Cognition	Subject: Literacy			Skill: Writing
	A	B	C	D
<p>Stage 1</p> <p>EYFS Framework ELGs</p> <p>Pre-key stage 1</p> <p>Standard 1</p>	<p>I am able to connect my movements with the marks I make.</p> <p>I can show a keen interest in early writing activities (e.g. drawing and painting)</p>	<p>I can distinguish between some marks that I make.</p> <p>I can attempt to explain the significance of my symbols/marks to an adult.</p>	<p>I am beginning to use three fingers (tripod grip) to hold writing tools.</p> <p>I am able to form simple shapes such as circles and lines when physically supported by an adult.</p>	<p>I can independently imitate drawing simple shapes such as circles and lines.</p> <p>I can demonstrate an enthusiasm for early writing exercises.</p>
<p>Stage 2</p> <p>EYFS Framework ELGs</p> <p>Pre-key stage 1</p> <p>Standard 2</p>	<p>I can hold a pencil near point between first two fingers and thumb and uses it with good control.</p> <p>I can recognise my name in writing.</p>	<p>I am beginning to form recognisable letters.</p> <p>I can copy some letters e.g. letters from my name.</p> <p>I can show an awareness of left to right writing conventions.</p>	<p>I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>I can recite most letters of the alphabet in the correct order.</p>	<p>I am able to correctly form most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading.</p> <p>I can identify or write these 10+ graphemes on hearing corresponding phonemes.</p>

<p>Stage 3</p> <p>Pre-key stage 1</p> <p>Standard 3</p>	<p>I can confidently engage in alphabet singing and class games with few errors.</p> <p>I can read back the 10+ graphemes after writing them and pronounce the corresponding phonemes.</p>	<p>I can write most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading.</p> <p>I am able to write the majority of these 20+ graphemes when hearing the corresponding phonemes spoken by an adult.</p>	<p>I can compose my own short sentence aloud to express my thoughts and wishes.</p> <p>I can write a short phrase using some graphemes which I have already learnt.</p>	<p>I can recognise many CVC words.</p> <p>I can spell some basic words (e.g. in, cat, pot) using the graphemes I have learnt.</p>
<p>Stage 4</p> <p>Pre-key stage 1</p> <p>Standard 4</p>	<p>I am able to form most lower-case letters correctly.</p> <p>I can use handwriting aides and equipment to improve the legibility of my writing.</p>	<p>I can compose longer sentences aloud to express my thoughts and wishes.</p> <p>I can write a sentence I have composed aloud, with the help of an adult.</p>	<p>I can identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phoneme.</p> <p>I am writing with increasing independence and can rely on scaffolding, as opposed to an adult, for support.</p>	<p>I can spell words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).</p> <p>I can spell a few common exception words (e.g. I, the, he, said, of).</p>

<p>Stage 5</p> <p>Pre-key stage 2</p> <p>Standard 5</p>	<p>I can independently label images and diagrams with short captions.</p> <p>I can form lower-case letters of the correct size, relative to one another in some of my writing.</p>	<p>I am able to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I consistently use the appropriate spacing between words.</p>	<p>I can punctuate some sentences with capital letters and full stops, with support from an adult.</p> <p>I can independently spell some common exception words.</p> <p>I have an understanding of fiction and non-fiction writing.</p>	<p>I use my phonetical awareness to make good attempts to spell unknown words.</p> <p>I can attempt to write sentences which form a short narrative with support from an adult.</p> <p>I can form capital letters of the correct size, orientation and relationship to one another and to lower-case letters.</p>
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<p>Stage 6</p> <p>Pre-key stage 2</p> <p>Standard 6</p> <p>Functional Skills EL1</p> <p>KS1 English POS</p>	<p>I have a positive attitude to writing and I am keen to engage with writing exercises.</p> <p>I can produce uniform writing which is legible in most instances.</p> <p>I can use spacing between words that reflects the size of the letters.</p> <p>I can begin to use prefixes and suffixes to spell words correctly (e.g. prefix un- or suffixes -ed, -ing, -er, etc).</p> <p>I have an awareness of different writing genres.</p>	<p>I can verbally plan imaginative writing tasks by talking to peers or adults.</p> <p>I can consistently punctuate simple sentences with a capital letter and a full stop.</p> <p>I can consistently use a capital letter for the personal pronoun 'I' and the first letter of proper nouns (people, places, the days of the week).</p> <p>I can begin to use definite and indefinite articles with some accuracy.</p>	<p>I can use lower-case letters when there is no reason to use capital letters.</p> <p>I can spell correctly words designated for Entry level 1.</p> <p>I can demonstrate a basic understanding of audience (to engage, amuse or surprise).</p> <p>I can spell many common exception words.</p> <p>I am beginning to verbally compose sentences using basic figurative language (e.g. similes and metaphors).</p>	<p>I am able to write simple, coherent narratives about personal experiences.</p> <p>I can use capital letters, full stops and question marks to punctuate my writing.</p> <p>I can use present and past tense mostly correctly and consistently.</p> <p>I can use conjunctions to join clauses (e.g. or, and, but).</p> <p>I can correctly spell the days of the week.</p>
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<p>Stage 7</p> <p><u>Functional Skills</u> EL2</p> <p><u>KS1 English POS</u> (KS1/KS2)</p>	<p>I am beginning to proof read my work to identify basic spelling and punctuation errors.</p> <p>I can accurately use full stops, capital letters, question marks and exclamation marks.</p> <p>I am beginning to build on my vocabulary and use some sophisticated words.</p> <p>I can use definite and indefinite articles correctly most of the time.</p> <p>I am beginning to write common homophones correctly (e.g. they're, their, there).</p>	<p>I can accurately form many regular plurals.</p> <p>I am beginning to use adjectives to add detail and description to my writing.</p> <p>I am able to use the first and second letters in a word to sequence words in alphabetical order.</p> <p>I have a growing understanding of subject-verb agreement but may make infrequent mistakes.</p> <p>With the help of an adult, I am beginning to write in different fiction and non-fiction forms, such as basic poems or simple instructions.</p>	<p>I can spell correctly words designated for Entry Level 2 (see Annexe C).</p> <p>I am able to write in compound sentences, using common conjunctions (e.g. or, and, but).</p> <p>I am beginning to be able to peer-assess and self-assess work by identifying areas for improvement.</p> <p>I have a good understanding of tense and rarely change tenses in my writing.</p> <p>With support from an adult, I can tailor my writing to suit the conventions of different fiction genres (e.g. using the word 'spooky' for a gothic story).</p>	<p>I can independently complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth).</p> <p>I can create more complex narratives using setting, characters and plot.</p> <p>I can understand that writing can be presented using different structures for different purposes (e.g. recipes/instructions/poems/stories).</p> <p>I am beginning to use paragraphs to structure my writing.</p>
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<p>Stage 8</p> <p><u>Functional Skills EL3</u></p> <p><u>KS2 English POS</u></p>	<p>I can accurately use full stops, commas, capital letters, question marks and exclamation marks.</p> <p>I am able to form many irregular plurals.</p> <p>I am aware of the function of organisational features (bullet point, headings, etc) in a text.</p> <p>I am able to use the first, second and third letters to sequence words in alphabetical order.</p> <p>I am able to add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p>	<p>I have an awareness of formal and informal writing and can choose the appropriate register for a given audience.</p> <p>I have a good understanding of word classes and use adjectives and adverbs to add detail to their writing.</p> <p>I can utilise a wider range of vocabulary to express myself in my writing.</p> <p>I can independently tailor my writing to suit the conventions of different fiction genres (e.g. using the word 'spooky' for a gothic story).</p>	<p>I can spell correctly words designated for Entry Level 3 (see Annexe D).</p> <p>I can use compound sentences and paragraphs where appropriate to structure my writing.</p> <p>I can use language that is appropriate to the purpose and audience.</p> <p>I can use the correct homophone in my writing most of the time.</p> <p>I can use some rhetorical devices when writing to persuade,</p>	<p>I can use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles).</p> <p>I am able to communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task).</p> <p>I can use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points.</p> <p>I am beginning to use complex sentences in my writing,</p>
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<p>Stage 9</p> <p><u>Functional Skills</u> Level 1</p> <p><u>KS3 English POS</u></p>	<p>I am beginning to use a greater range of punctuation, such as colons, semi-colons, dashes and possessive apostrophes.</p> <p>I am able to write for a sustained period, consistently using paragraphs and a range of sentence types. This includes simple, compound and complex sentences.</p> <p>I can utilise a good range of sophisticated vocabulary in my writing to achieve different effects.</p>	<p>I can tailor my writing to suit a given audience and to achieve a particular purpose, by adapting the tone, style and register.</p> <p>I have a good understanding of figurative language and use these features to good effect in my writing.</p> <p>I am able to use a range of rhetorical devices to write persuasively when appropriate.</p>	<p>I have a strong understanding of grammar and rarely make mistakes (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles).</p> <p>I can accurately spell words use most often in work, study and daily life, including some specialist words.</p> <p>I can use a wide range of structural and grammatical features to create flair and communicate effectively.</p>	<p>I can produce extended pieces of writing which communicate information, ideas and opinions clearly, coherently and accurately.</p> <p>I can write consistently and accurately in complex sentences, using paragraphs and other organisational features where appropriate.</p> <p>I can use a wide range of punctuation accurately to deliberately enhance meaning.</p>
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Term	Definition	Example
Adjective	Sometimes called 'describing words', adjectives are used to make a noun's meaning more specific, often by adding details such as size and colour	The learnings produced fantastic work. In this sentence, the word <i>fantastic</i> is our adjective because it describes the noun <i>work</i> .
Adverb	The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective or another adverb or even a whole clause.	Usha soon started snoring loudly . The adverb <i>loudly</i> is modifying the verbs <i>started</i> and <i>snoring</i> .
Audience	Audience refers to the reader(s) of a specific text.	The audience could be a individual, in the case of a text message, or a broader group of people in the case of a magazine article or blog.
Conjunction	A conjunction links two words or phrases together.	James bought a bat and ball. Kylie is young but she can kick the ball hard.
Form	Form refers to how and where a piece of writing will appear. Like audience and purpose, the form influences decisions writers make about language, tone and structure. Each form of writing has it's own conventions.	Email: Often more informal than a letter, may include hyperlinks, includes a subject line that summarises the content. Novel:

		Follows a narrative arc, includes imaginary characters, is divided into chapters.
Grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word.	The grapheme <i>ph</i> in the word <i>dolphin</i> corresponds to the phoneme /f/.
Homophone	Two different words are homophones if they sound exactly the same when pronounced but look different.	Hear, here Some, sum
Phoneme	A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. There are around 44 phonemes in English; the exact number depends on regional accents.	/t/ contrasts with /k/ to signal the difference between tap and cap. /t/ contrasts with /l/ to signal the difference between bought and ball.
Punctuation	Punctuation includes any conventional features of writing other than spelling and general layout. One important role of punctuation is to indicate sentence boundaries.	The standard punctuation marks . , ; : ? ! - _ () " ' ' ' , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points.
Purpose	Purpose refers to the reason for the writing.	The purpose of a text could be to persuade the reader, to entertain them, to share information, to warn, to advise or to explain.
Register	Classroom lessons, football commentaries and novels use different registers if the same language, recognised by differences of vocabulary and grammar. Registers are 'varieties' of a language which are each tied to a range of uses, in contrast with dialects, which are tied to groups of users.	I regret to inform you that Mr Joseph Smith has passed away. [formal letter] Have you heard that Joe died? [casual speech]

Structure	Structure refers to the way you present your writing	Examples of structure are sentence types, paragraphs, sub-headings, bullet points etc
Style	A writing style is an author's unique way of communicating with words.	An author creates a style with the voice, or personality, and overall tone that they apply to their text.
Tone	Tone refers to the mood or feel of writing.	A tone could be friendly, distant, pleading, dismissive etc.