

## The Progression of Writing at Vernon Park Primary School.

(This document should be used alongside the sentence type progression grid to promote quality writing.)

At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience.

	Composition			
	EYFS	KS1	LKS2	UKS2
Purpose	<p>Attribute meaning to mark making.</p> <p>Recognise that sounds have written corresponding digraphs.</p> <p>Begin to write for a variety of purposes.</p> <p>Understand the language of storytelling and reporting news.</p>	<p>Plan by talking and writing notes.</p> <p>Write for a variety of purposes using some of the characteristic features of a known genre.</p>	<p>Write for a wide range of purposes using the main features of the selected genre.</p> <p>Use different techniques to create characters and settings.</p>	<p>Identify the audience for writing.</p> <p>Choose the appropriate genre of writing using the main features identified.</p>
Describe	<p>Hear, identify and use initial and end sounds.</p> <p>Sound out phonetically plausible representations of words.</p> <p>Begin to structure simple sentences to retell stories and news.</p>	<p>Use well-chosen adjectives and adverbs for extra detail.</p> <p>To use nouns and pronouns for variety.</p> <p>Begin to select appropriate verbs and adverbs to add detail.</p>	<p>Create characters settings and plots.</p> <p>Plan using a variety of techniques (Talk, DEAL, Story boards and story maps).</p> <p>Use a range of descriptive phrases using Alan Peats Sentence types as a guide.</p>	<p>Use the techniques that authors use to create characters, settings and plots.</p> <p>Create vivid images by using a range of descriptive phrases and a variety of sentence structures.</p> <p>Blend descriptions of characters, settings and atmosphere with dialogue.</p>
Organise	<p>Re-reading the writing (including marks made) and sharing with others.</p> <p>Begin to use correct letter formation, drawing relationships between phonic knowledge and handwriting.</p>	<p>Re-read writing to check it makes sense.</p> <p>Use the correct tenses.</p> <p>Organise writing in line with its purpose.</p>	<p>Use organisational devices (bullet points, subheadings, number lists etc).</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use connectives that signal time, shift attention, inject suspense and shift the setting.</p>	<p>Guide the reader by using a range of organisational devices.</p> <p>Choose effective grammar and punctuation and propose changes to improve clarity.</p> <p>Ensure correct use of tenses throughout a piece of writing.</p> <p>Write cohesively at length.</p>

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Sentence	<p>Begin to use capital letters, full stops and finger spaces.</p> <p>Expand ideas by using descriptive language.</p>	<p>Write cohesively, so that it is clear for the reader.</p> <p>Sequence sentences to convey ideas and purpose.</p> <p>Vary the way sentences begin, using Alan Peats Sentence types as a guide.</p>	<p>Use a variety of sentence structures, using Alan Peats Sentence types as a guide.</p>	<p>Use a variety of sentence structures for effect, independently selecting differing Alan Peats Sentence types.</p>
Transcription				
	EYFS	KS1	LKS2	UKS2
Present	<p>Begin to use correct letter formation – RWI mnemonics to scaffold learning.</p> <p>Begin to regulate size of writing.</p> <p>Understand that English is written left to right.</p>	<p>Using consistent size for letters and number and begin to join some letters (as outlined in the Vernon Park Handwriting Policy).</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Make joined handwriting legible by ensuring ascenders and descenders are used accurately and letters are spaced appropriately (as outlined in the Vernon Park Handwriting Policy).</p>	<p>Use correct letter formation and constancy of size to write fluently and legibly for the intended audience and purpose (as outlined in the Vernon Park Handwriting Policy).</p>
Spell	<p>Hear initial, end and medial sounds – attributing written meaning to graphemes, digraphs and phonemes.</p> <p>Use Fred-talk to sound out CVC words.</p>	<p>Name letters of the alphabet in order and use letter names to describe spellings of words.</p> <p>Add prefixes and suffixes, learning the spelling rules (as outlined in the NC)</p> <p>Spell by segmenting words into phonemes and represent them with the correct graphemes, including common exception words.</p> <p>Use apostrophe to show contraction and possession.</p>	<p>Understand and use prefixes and suffixes.</p> <p>Spell further homophones</p> <p>Place the possessive apostrophe accurately in words with regular and irregular plurals.</p>	<p>Apply knowledge of prefixes and suffixes in writing.</p> <p>Spell some words with silent letters.</p> <p>Use knowledge of morphology and etymology in spelling.</p>

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		Distinguish between homophones and near homophones.		
		Begin to use a dictionary to check spelling is accurate.		
Punctuate	<p>Recognise function of capital letters and full stops.</p> <p>Begin to structure simple sentences with capital letters and full stops.</p>	<p>Use coordinating conjunctions to join words and sentences.</p> <p>Capital letters are used consistently and appropriately, including proper nouns.</p> <p>Sentences are punctuated accurately, using a range of punctuation.</p> <p>Use subordination and coordination.</p> <p>Use the present and past tenses correctly, including the progressive form.</p>	<p>Create sentences with more than one clause using a wider range of conjunctions.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Express time and cause using conjunctions, adverbs and prepositions.</p> <p>Use fronted adverbials, followed by a comma.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use and punctuate direct speech.</p>	<p>Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use relative clauses, sometimes with an implied relative pronoun.</p> <p>Use commas and hyphens to clarify meaning or avoid ambiguity in writing.</p> <p>Use features of parenthesis.</p> <p>Use a colon to introduce a list and</p>

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				punctuate bullet points consistently.
	Sentence	Write cohesively, so that it is clear for the reader.  Sequence sentences to convey ideas and purpose.  Vary the way sentences begin, using Alan Peats Sentence types as a guide.	Use a variety of sentence structures, using Alan Peats Sentence types as a guide.	Use a variety of sentence structures for effect, independently selecting differing Alan Peats Sentence types.
	Evaluate and Edit			
	EYFS	KS1	LKS2	UKS2
Evaluate	Share work with peers and adults, attributing meaning to the marks made.  Proof read simple sentences, correcting initial and end sounds using phonetic knowledge.  Check work against a success criteria, correcting letter formation, capital letters, finger spaces and full stops.	Reread work to check for punctuation errors or spelling areas.  Discuss what they have written with an adult.  Read what they have written aloud, clearly enough for peers and teachers to hear and understand.  Check their work against a check list or success criteria.	Proof read their own work to check for spelling and punctuation errors.  Read their work out to the class, using the correct tone, pace, volume and intonation, so that the meaning is clear.  Assess the effectiveness of their own and others writing against the success criteria.  Propose changes to grammar, vocabulary and spelling, using WWW and EBI when peer marking (as outlined in the Vernon Park Teaching and Learning Policy) to enhance effects and clarity meaning.	Proof read their own work to check for spelling, punctuation and grammatical errors.  Propose changes to grammar, vocabulary and spelling, using WWW and EBI when peer marking (as outlined in the Vernon Park Teaching and Learning Policy) to enhance effects and clarity meaning.

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Edit	Correct letter formation and spellings as directed by adult.	Use a purple pen (as outlined in the Vernon Park Teaching and Learning Policy) to edit and improve spelling and punctuation	Use a purple pen (as outlined in the Vernon Park Teaching and Learning Policy) to make corrections to edit and improve spelling, punctuation and cohesion.	Use a purple pen (as outlined in the Vernon Park Teaching and Learning Policy) to make corrections to edit and improve spelling, punctuation, grammar and cohesion.
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