

# Development of Writing Skills at George Spicer

## Early Writers

| Element   | Weighting Explanation  | Key Stage/<br>Year Group<br>Introduced              |
|---|--|---|
| <b>Pre Requisites for Early Writers</b>             |  |   |
| <b>Gross Motor Skills</b>                           |  |   |
| Postural Control                                    | 1). Throwing and catching – for hand eye coordination<br>2). Climbing – for efficient control of larger muscle groups in neck and hands)   | ELG2 (PD)   |
| Large scale mark making                             | 1). Drawing large shapes with both hands (write dance)<br>2). Mark making in sand/shaving foam/rice/glitter  | ELG1 (PD)   |
| <b>Fine Motor Skills</b>                            |  |   |
| Manipulating resources                              | 1). Take part in Dough disco<br>2). Constructing with interlocking toys  | ELG2 (PD)   |
| <b>Fine Motor Skills</b>                            |  |   |
| Correct pencil grip                                 | 1). Tripod grip/effective grip   | ELG2  |
| <b>Oral Construction</b>                            |  |   |
| Saying a sentence                                   | 1). Saying a simple sentence (must have this for ARE)<br>2). Saying a compound sentence  | ELG2  |
| Begins to break the flow of speech into words       | 1). Hears and says the individual words (must have this for ARE)   | ELG2  |
| Using past and present tense                        | 1). Show an awareness of using past, present and future forms when talking about events that have happened or are to happen in the future (must have this for ARE)   | ELG2  |
| <b>Mark Making</b>                                  |  |   |
| Pre-writing shapes                                  | 1). Vertical and horizontal lines/ circles/squares (must have this for ARE)  | ELG1  |
| For a purpose                                       | 1). Drawing a specific picture following their interests (must have this for ARE)  | ELG1  |
| <b>Ascribing Meaning to Marks</b>                   |  |   |
| Pre-writing shapes to go with their oral sentence   | 1). Vertical and horizontal lines/ circles/squares that they refer to as words (must have this for ARE)  | ELG1  |
| Distinguishes between the different marks they make | 1). Able to speak about and explain their pictures or marks (must have this for ARE)<br>2). Can tell you what they wanted to write (must have this for ARE)  | ELG1  |
| <b>Grapheme/Phoneme Word Writing</b>                |  |   |
| Word writing  | 1). Initial sounds (Phase 2) (must have this for ARE)<br>2). Initial and final sound (Phase 2 and Phase3) (must have this for ARE)<br>3). CVC words (Phase2) (must have this for ARE)<br>4). CVC words Phase 3 (some digraphs) (must have this for ARE)<br>5). CVC words Phase 3 (most digraphs)<br>6) Make phonetically plausible attempts at spelling 2/3 syllable words | ELG1<br>ELG1<br>ELG1<br>ELG2<br>ELG3<br><b>ELG3</b> |
| <b>High Frequency Word Writing</b>                  |  |   |
| Phase 2   | 1). Writing some words<br>2). Writing all words  | ELG2<br>ELG2  |
| Phase 3   | 1). Writing some words<br>2). Writing most words   | ELG2<br>ELG3  |
| <b>Handwriting</b>                                  |  |   |
| Forming letters                                     | 1). Writing some letters correctly<br>2). Writing most letters correctly<br>3). Pre- cursive writing (does not need cursive to get ARE)  | ELG2  |
| Consistent size of letters                          | 1). Mixture of large and small letters<br>2). Letters are consistent in size and orientation   | ELG2<br>ELG3  |
| <b>Cohesion</b>                                     |  |   |
| Cohesion  | 1). Child’s writing can be read by themselves and an adult, there is correct grapheme/phoneme correspondence<br>2). Child has written several sentences (more than 3) and it can be read by themselves and an adult<br>3). Child has a range of writing e.g. labels, stories, instruction of which all can be read by an adult   | <b>ELG2</b><br><br><b>ELG3</b><br><b>ELG3</b>       |

### Confident Writers

| Element                                 | Weighting Explanation   | Key Stage/<br>Year<br>Group<br>Introduced |
|---|---|---|
| <b>Structure</b>                        |   |   |
| Headings, Subheadings and Bullet Points | 1). To put a basic heading e.g. for a newspaper report or information text.<br>2). To understand the purpose of a subheading to add context/ detail to a heading, or be used to demarcate different sections of a text.<br>3). To use bullet points accurately with the correct punctuation around them dependent on whether it is a list of items or separate points.  | KS2                                       |
| Paragraphs                              | 1). To begin to experiment with breaking up large passages of writing by introducing paragraphs.<br>2). By accurately deciding where paragraphs should be introduced to impact on the flow of the writing.<br>3). Experiment with the length of paragraphs. Be able to experiment with minor paragraphs.  | LKS2<br>KS2                               |
| <b>Punctuation</b>                      |   |   |
| Full Stops and Capital Letters          | 1). Be able to experiment with writing capital letters and putting full stops in their writing – not always accurately e.g. at the end of each line.<br>2). Be able to use capital letters for people’s names, names of places and for the start of each sentence.<br>3). Begin to use full stops mainly accurately throughout a piece of writing when writing several sentences.<br>4). Be completely accurate with use of full stops and capital letters.   | EYFS<br>KS1                               |
| Question Marks                          | 1). Begin to experiment with question marks and understand why they are used.<br>2). Use question marks accurately, including for rhetorical questions.<br>3). Use questions marks as part of a question tag at the end of a sentence.  | KS1<br>KS2                                |
| Exclamation Marks                       | 1). Begin to experiment with exclamation marks and understand why they are used.<br>2). Use exclamation marks to identify a loud noise or an exclamation phrase or a command.<br>3) Use exclamation marks to identify that someone is shouting or talking in a loud manner.   | KS1<br>KS2                                |
| Commas                                  | 1). Begin to experiment with commas.<br>2). Be able to use commas accurately in a list. E.g. we went to the shop to buy bananas, apples, pears and mangoes.<br>3). Use commas to identify where an adverbial has been used or an adverb starter. Also before the use of a co-ordinating conjunction (FANBOYS).<br>4). Using commas accurately to signify a subordinate or relative clause.<br>5). Use commas completely accurately and not use cheating commas e.g. I went to the shop, bought a bottle of milk (should use a full stop or conjunction).  | KS1<br>LKS2<br>UKS2                       |
| Apostrophes                             | <b><i>No marks for children just putting apostrophes before the letter S randomly.</i></b><br>1). Understand that apostrophes are for omission of a letter and can begin to use this- not necessarily accurately. E.g. was’nt. But understanding what it is ‘short for’.<br>2). Understand that apostrophes can be used for possession. E.g. The boy’s bike.<br>3). Use apostrophes accurately for both omission and possession. Understanding that there is only an apostrophe in ‘it’s’ as an omission for it is.<br>4). Understanding and applying when there is an apostrophe after the S for possession in plural. E.g. the cows’ hay.   | KS1<br>KS2                                |
| Inverted Commas and speech              | 1). To understand that inverted commas are used for when someone is talking and beginning to experiment using them.<br>2). To use inverted commas accurately to mark when someone is starting and stopping speaking.<br>3). To be able to punctuate accurately around speech, ensuring that the relevant punctuation is within the inverted commas.<br>4). To begin to use split speech e.g. “Come here!” yelled the teacher, “I need to speak to you.”<br>5). To experiment with using indirect speech e.g. Robert had said that it was too late to go out.<br>6). To use speech as a quotation embedded in writing seamlessly. E.g. The wave was “The biggest seen in years!” According to a local resident. Without using the word quoted.<br>7). To use a quote within speech. E.g. “The teacher said ‘Go outside now’ just like I said,” explained Hannah. | LKS2<br>UKS2                              |
| Ellipses                                | 1). To use ellipses as a pause when somebody is talking or as an elongated pause in movement. E.g. He crept forward... paused... and carried on.<br>2). To use ellipses to demonstrate when time is being moved e.g. in a flashback.  | UKS2                                      |
| Brackets                                | <b>Predominantly in non-fiction</b><br>1). Begin to use brackets as an example of adding supplementary information. E.g. The three girls (all aged 8) found the treasure.<br>2). Using brackets accurately to add increased supplementary information accurately. E.g. The bears (found usually in the forests north of the city) had wandered into the town and caused havoc.<br><b>In fiction</b><br>3). Used as asides to convey the inner thoughts of a character. E.g. Eventually, the bomb exploded (Finally, that took its time). He eased himself up and began to walk away.  | LKS2<br>UKS2                              |
| Colons                                  | 1). Use a colon to introduce a list.<br>2). To create an aside in non-fiction writing. E.g. Cut the tomatoes: it’s best to chop them fine.  | UKS2                                      |
| Semi-colons                             | 1). Use a semi-colon in a list of long items. E.g. You will need a juicy Sicilian tomato; the finest Edam cheese; two slices of perfectly sliced Parma ham and a perfectly baked baguette.  | UKS2                                      |

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|                             | 2). Used to separate two main clauses and instead of and e.g. The green man flashed; I walked across the road.   |                     |
| Dashes                      | 1). Used to introduce information about a certain thing. E.g. Jimmy Anderson – England’s premiere fast bowler.<br>2). To be used to either show that somebody is stuttering or to show that they are being interrupted.<br>3). To be used purposefully instead of commas to emphasise a subordinate clause. E.g. Rose – head held high – walked defiantly out of the hall.   | UKS2                |
| Hyphens                     | 1). To use accurately to link compound adjectives. E.g – the three-pronged fork or the well-behaved children.  | UKS2                |
| <b>Vocabulary</b>           |  |                     |
| Adjectives/<br>Noun phrases | 1). Begin to use simple adjectives to describe mood, size and colour.<br>2). Begin to use more adventurous and appropriate adjectives to create noun phrases e.g. The fierce lion.<br>3) Use adjectives to create expanded noun-phrases e.g. The warm, comfy blanket covered her.<br><b><i>Without children going over the top and losing impact by adding too many.</i></b><br>4). Using noun-phrases instead of a proper noun or pronoun: Cohesive replacement. E.g. The <u>unstoppable beast</u> emerged.   | EYFS<br>KS1<br>KS2  |
| Adverbs/<br>Adverbials      | 1). Begin to use adverbs to describe how a verb is happening. E.g. The boy ate slowly or The drink disappeared fast.<br>2). Use adverbs for time e.g. After, next etc.<br>3). Begin to use more complex adverbs. E.g. Instinctively, he put out his hand to catch the ball. Maybe as sentence starters.<br>4). Begin to use adverbs to create when and where adverbials. E.g. Before lunch, he finished his work. Under his car, they found the tennis ball.<br>5). Begin to use how adverbials (as or with). E.g. With all his strength, he threw the stone. <b>OR</b> As soon as darkness fell, the fox left his den.<br>6). Begin to extend adverbials to include more detail and manipulate where in the sentence they are used e.g. Far above them in the deepening gloom, the stars began to come to life. | KS1<br>LKS2<br>UKS2 |
| Nouns                       | 1). To use correct nouns to describe objects: table, chair etc.<br>2). To begin to use technical language, not always accurately. <b><i>We put the weights on the scales.</i></b><br>3). To be able to use technical language accurately.<br>4). To be able to use adventurous technical language that has not been explicitly taught sometimes in the form of figurative language. E.g. The coffee was as hot as lava.  | EYFS<br>KS1<br>KS2  |
| Conjunctions                | 1). To use ‘and’ and ‘because’ in their writing.<br>2). To use a range of conjunctions. Co-ordinating: or/ but. Subordinating: when/ if/ that.<br>3). To begin to experiment with more complex subordinating conjunctions: however, although, therefore, despite.<br>4). Be able to start sentences with conjunctions. E.g. Although it was raining, we still went to the park.<br>5). Using a range of conjunctions consistently and accurately in a manner of ways throughout all pieces of writing to add depth and interest.   | EYFS<br>KS1<br>LKS2 |
| Verbs                       | 1). Use basic imperative verbs to describe actions. E.g. write, hit.<br>2). To increase their range of verbs to include synonyms: run, jog, lope/ said, whispered, shouted etc.<br>3). To choose verbs specifically for technical reasons. E.g. You need to dice the meat.<br>4). To take care in choosing the appropriate verb to match with the situation. E.g. The mouse <u>darted</u> into the hole.   | EYFS<br>KS1<br>LKS2 |
| Prepositions                | 1). To use basic prepositions to show where something is. E.g. above, below, next to.<br>2). To use more complex prepositions. E.g. Beyond, opposite, amid.  | EYFS<br>LKS2        |
| Modal Verbs                 | 1). To be able to use certainty modal verbs such as ‘must’ and ‘shall’.<br>2). To use possibility modal verbs such as could, or should and show an understanding of why they have used the word. E.g. You could use more than three bananas.   | KS1<br>LKS2         |
| Past tense                  | 1). To begin to write in the past tense either in the past simple or the past progressive.<br>2). To write in the past tense consistently throughout a piece of writing, either in the past simple or the past progressive.<br>3). To be able to use irregular past tense verbs correctly. E.g. I rode my bike.  | EYFS                |
| Present tense               | 1). To begin to write in the present tense either in the present simple or the present progressive.<br>2). To write in the present tense consistently throughout a piece of writing, either in the present simple or the present progressive.  | KS1                 |
| First Person                | 1). To be able to write simple sentences using first person. E.g. I went to the park.<br>2). To maintain writing in the first person consistently throughout a piece of writing.   | EYFS<br>KS1         |
| Third Person                | 1). To be able to write simple sentences using third person. E.g. They went to the park.<br>2). To maintain writing in the third person consistently throughout a piece of writing.  | EYFS<br>KS1         |
| Second Person               | 1). To be able to write simple sentences using second person. E.g. You went to the park.<br>2). To maintain writing in the second person consistently throughout a piece of writing.   | UKS2                |
| Relative clauses            | 2). To be able to write relative clauses using ‘who, which, whose, that’ as the relative pronoun.<br>3). To be able to write relative clauses using ‘where, when’ as the relative pronoun.   | LKS2<br>UKS2        |
| Subordinate clauses         | 2). To be able to use conjunctions to create a subordinate clauses. E.g. <u>Although it was raining</u> , we all went to the park.<br>3). To use subordinate clauses without conjunctions. E.g. The wind, <u>blowing furiously across the land</u> , ripped up trees. <b>OR</b> Thinking thoughtfully to himself, Mark read the article.   | LKS2                |

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| Passive Voice                       | 2). To be able to switch the subject and the object so the sentence is in passive voice and ensure the correct pronoun is used. E.g. He picked up the ruler -> The ruler was picked up by him.  | UKS2                    |
| Suffixes                            | 1). To understand how a suffix changes a word and use simple examples. E.g. -ed -ing -ly<br>2). To understand how a prefix changes a word and use more complex examples. E.g. -tion -able -tion   | KS1<br>LKS2             |
| Prefixes                            | 1). To understand how a prefix changes a word and use simple examples. E.g. un- dis- mis- re-<br>2). To understand how a prefix changes a word and use more complex examples. E.g. in- ab- sub-   | KS1<br>LKS2             |
| <b>Cohesion</b>                     |   |                         |
| Flow                                | <b>Minimum must be four or five sentences to be considered</b><br>1). To be able to generally maintain focus throughout a piece of writing. Sometimes words will be missed out.<br>2). To be able to maintain focus throughout writing with limited amount of detail. Sometimes words will be missed out.<br>3). To maintain focus but add more details and description that enhance the writing. Also to experiment with sentence length. At this point only occasional missed out words.<br>4). To be able to purposefully engineer sentence and paragraph length in order to affect the flow of the writing. E.g. shorter sentences to increase tension.<br>5). To be able to incorporate setting description and emotion into a narrative and writing flows smoothly. | KS1<br><br>LKS2         |
| Sentence Starters                   | 1). Start with I and The a lot of the time.<br>2). Start to explore starting sentences with adverbs and continuing accurately. Possibly these are given sentence starters.<br>3). Start to use prepositions, verbs and adjectives as sentence starters.<br>4). Begin to use conjunctions to start sentences.  | EYFS<br>KS1<br><br>LKS2 |
| Continuity                          | 1). Begin to use Next, After that and Finally etc to structure writing.<br>2). Begin to expand on the previous point. E.g. Once that step is complete... Now it is nearly finished...<br>3). Be able to refer forwards and backwards within a piece of writing. E.g. As mentioned earlier...  | KS1<br>LKS2<br>UKS2     |
| Cohesive Devices                    | 1). Begin to use a basic introduction for non-fiction writing.<br>2). To create more complex introductions, linking to what you are going to discuss later on.<br>3). To be able to mention an element in your writing and then to return to it later. E.g. He noticed the call of a crow... <b>Then a few paragraphs later</b> Once more the crow called.  | KS1<br>LKS2<br>UKS2     |
| <b>Authorial Voice</b>              |   |                         |
| Capturing the voice of the author   | 1-5). Being able to write from the perspective of a specific person. E.g. If you are writing from the perspective of a warrior, how would you convey their personality? What language would they use?   | KS1 → 1<br>UKS2 → 2-5   |
| Figurative Language                 | 1). Being able to use basic similes or metaphors even if they do not always work perfectly. E.g. His heart beat as fast as a cheetah.<br>2). To use accurate figurative language either in a riddle or poem form.<br>3). To be able to use a range of figurative language in prose. E.g. The cave was like a mouth, threatening to consume any that dared to enter. <b>OR</b> The trees leaned forward, whispering their secrets.<br>4). To independently choose to use high quality figurative language chosen very specifically and not overdone, which fit into the writing seamlessly.  | KS1<br><br>LKS2         |
| Formality and dialect               | 3). Understanding that in a formal piece of writing you would choose specific language e.g. We will be assembling a group of adventurous personalities (as opposed to: We will be getting a load of daredevils).<br>4). To purposefully show a dialect by manipulating language: "We was doing nothing wrong."<br>Mainly in speech. <b>OR</b> using apostrophes to indicate a way of speaking "We ain't goin' nowhere".   | UKS2                    |
| <b>Handwriting and Presentation</b> |   |                         |
| Letter Formation and cursive        | 1). To form some letters. Letters to not always sit on the lines.<br>2). To form all letters using correct ascenders and descenders – sometimes inconsistently with size. These may have flicks and ticks. Letters have to be correct height and sitting on the line for capitals.<br>3). As above, but always consistently.<br>4). To begin to join letters legibly. Not always joined perfectly.<br>5). Perfect cursive script demonstrated consistently throughout all work.   | EYFS<br><br>KS1         |
| Spacing                             | 1). To accurately use finger spaces between letters and words and to keep writing on the line.<br>2). To space letters and words consistently at a suitable distance and to keep writing on the line.   | EYFS                    |
| <b>Spelling</b>                     |   |                         |
| Phonetical Words                    | 1). To be able to spell phonetic CVC phase 3 words.<br>2). To be able to spell two syllable words accurately. 'admit' running'. (Phase 6)<br>3). To be able to make phonetical plausible attempts to spell more complex words: elephant → elefant <i>and</i> if they are not phonetical beautiful → bootiful<br>4). To make phonetically plausible attempts at more complex words.<br>5). To make the correct sound choices to spell more complex words: symphony, analysis, equestrian; boutique.  | EYFS<br>KS1             |
| High Frequency Words                | 1). To be able to spell non-phonetic CVC words in first 100 words (the, was)<br>1). To be able to spell the majority of the first hundred high frequency words correctly.<br>2). To be able to spell the majority of the first two-hundred high frequency words correctly.  | EYFS<br>KS1             |

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| Common exception words | 1-6). To spell common exception words correctly for each year group.  |                        |
| Homophones             | <p>1). To show awareness in their writing that there are two ways are spelling the same sounding word. E.g. would and wood/ know and no etc.</p> <p>2). To be consistent with spelling common homophones correctly. E.g. which and witch, for and four.</p> <p>3). To be almost perfect with spelling all homophones correctly.</p> | <p>KS1</p> <p>LKS2</p> |